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ABSTRACT

This manual is designed to provide Tennessee teachers with the information needed to understand the revised Career Ladder Evaluation System and prepare them for the evaluation at Career Levels I and II. It includes the following information: (1) improvements in the revised version (1985-86); (2) fundamental beliefs and principles; (3) levels of the career ladder; (4) domains of competence; (5) competencies and indicators; (6) multiple data sources; (7) evaluation process for Levels II and III; (8) Career Ladder Tests; (9) scoring and equating; (10) notification of results; (11) rights of the teacher; (12) the 12 evaluation system instruments; (13) special population adaptations; (14) vocational education adaptations; (15) a glossary of terms; and (16) a list of career ladder personnel. (JAZ)

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TENNESSEE
CAREER LADDER
BETTER SCHOOLS PROGRAM

TEACHER ORIENTATION MANUAL

1985-86

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TENNESSEE
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BETTER SCHOOLS PROGRAM

TEACHER ORIENTATION MANUAL

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William R. Willis, Jr.
Chairman

Dear Tennessee Teacher:

Welcome to the second year of the Tennessee Career Ladder Program! We look forward to meeting you and to working with you during your evaluation for the upper levels of the Career Ladder Program. This Teacher Orientation Manual is designed to provide you with the information you will need to understand the Career Ladder Teacher Evaluation System and to prepare for your evaluation for Career Levels II and III. The manual has been revised and expanded this year to provide more in-depth information about the evaluation process.

Almost three years of intensive effort have gone into the development of this evaluation process. Several thousand Tennessee teachers participated in the preparation of various parts of the evaluation system, several hundred more assisted in the field testing of the system, and several thousand who were evaluated in 1984-85 contributed their input to help us make the system even better this year. You, and all teachers in Tennessee, are to be commended for participation in the evaluation process. This participation reflects a desire for professional growth in the Career Ladder Program.

Your evaluation team members will be meeting with you and will be collecting information about you from multiple data sources. These data sources are described in this manual, and samples of the forms are included to help you understand the evaluation system better. The information from the data sources will be used to determine your Career Level II and III certification status.

We sincerely hope that your experience in the Career Ladder evaluation process will be encouraging and satisfying and will enhance your professional growth. If the Certification Commission members, Department of Education staff, or evaluators can assist you in any way, please let us know.

Sincerely,

William R. Willis, Chairman
Certification Commission

WRW:cf

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INTRODUCTION

The first-year implementation of the Better Schools Program generated many positive results for all Tennesseans concerned with having the best educational system in the country. The teachers, principals and administrators are to be commended for their leadership in this first successful year.

We believe the most valuable contribution during the first year was the input given to us by Career Ladder participants and all educators. We listened! As expressed by Tennessee educators, we found there were three major areas of desired improvement: more classroom observations, more time with evaluators and more information.

It is with pride in our profession that we give to you the new 1985-86 Teacher Orientation Manual. The improvements, based on input from you, have been incorporated and are presented on the following pages. As you will notice, this year's manual is larger - it has all of the information about the Career Ladder Program and evaluation process.

I think you should know that a complete review of the evaluation system has been conducted. Groups of Career Level II and III candidates met with the State Department of Education staff and made suggestions about the program. Also, principals, supervisors and superintendents provided their suggestions for improvement. Valuable information was received from the questionnaire submitted to all candidates and through comments at the summary conferences. We used all the information about the program to find out its strengths and weaknesses. We asked outside evaluators to study our program after the first year. We then took all our sources of information and made improvements.

Now the improvements have been completed. We have put everything you will need to know about this year's evaluation in one manual. We are excited about this new manual and about the second year of the program. Most importantly, we are eager to work with you to continue making education in Tennessee the best for our teachers, students and communities.

Robert L. McElrath
Commissioner of Education

BEFORE and AFTER

CAREER LADDER TEACHER EVALUATION SYSTEM

Improvements for 1985-86

A review and revision of the Career Ladder Teacher Evaluation System for 1984-85 has resulted in changes to make the system even better during 1985-86. A comparison of the system for 1984-85 with 1985-86 is shown below.

LAST YEAR	THIS YEAR
Classroom Observations -three (per 3 visits) -two announced -one unannounced	**Classroom Observations** -six (per 3 visits) -two announced -four unannounced
Questionnaires -Student K-2 9 items 3-6 39 items 7-12 44 items -Superordinate 45 items no explanation frequency scale* -Peer 20 items	**Questionnaires** -Student K-2 9 items 3-6 34 items 7-12 39 items -Principal 20 items explanation quality scale* -Peer 16 items
Portfolio -Includes four areas -Rated at school by an evaluator -Verification required	**Leadership Summary** -Includes one area -Submitted "B" visit -Rated centrally -Only candidate signature required
Interview (eliminated) -Informal sharing	**Dialogue Sessions**** -Planning -Teaching strategies -Evaluation
Evaluator Consensus -5 Domain Scores	**Evaluator Consensus** -4 Domain Scores -Not in Leadership Domain***
Student Performance -Not considered	**Student Performance** -Field test only
Instrumentation -Confidential	**Instrumentation** -Open (included in manual)

LAST YEAR	THIS YEAR
Orientation Manual	**Orientation Manual** -Revised, expanded
	Principal's Handbook -Improve Communication -Explain Questionnaire -Explain Role of Principal
	Evaluator's Handbook -Improve Communication
Career Ladder Test	**Career Ladder Test** -No changes
Scoring -Ten cut-off scores	**Scoring** -Five minimum scores -Two cut-off scores -Standards equated to 1984-85 system

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*1984-85 Questionnaire used a frequency scale which asked how often a teacher did something - half of the time, usually, almost always. 1985-86 Questionnaire uses a quality scale which asks how well a teacher does something - average, outstanding, distinguished.

**Combination of interview with analysis of materials formerly in portfolio

***No consensus decision score will be assigned by the evaluators for the Leadership Domain.

The State Certification Commission and State Board of Education have the right to improve the certification system and make appropriate changes in evaluation standards, criteria, and procedures as needed to maintain a high quality equitable and effective certification system.

FUNDAMENTAL BELIEFS AND PRINCIPLES

INTRODUCTION

The Career Ladder Teacher Evaluation System is constructed upon fundamental beliefs and principles of the education profession. Below are stated the fundamental beliefs about the evaluation program, teachers, evaluators, evaluation process and procedures, and the evaluation instruments.

Some of the stated fundamental beliefs and principles have been established by the Comprehensive Education Reform Act of 1984. Others are based on educational research and the experience of those instrumental in developing the evaluation system.

THE PROGRAM

1. The primary goal of the evaluation program is to identify and reward outstanding teaching performance.

2. A second important goal of the evaluation program is instructional improvement.

3. A sound evaluation program focuses on performance rather than credentials.

4. To be most useful, the evaluation program must be coupled with a strong professional development program.

THE TEACHER

1. The teacher wants to be a competent professional.

2. Instruction is the primary element in the overall role of the teacher.

3. It is possible to assess differences in teacher performance.

4. Skills needed and used by outstanding teachers do not differ from skills needed by less able teachers.

5. All teachers can improve performance.

THE EVALUATOR

1. Teachers are best able to evaluate the performance of their peers.

2. Rigorous and comprehensive training is essential for an evaluator.

3. Evaluation is best conducted by a team of evaluators rather than a single individual.

4. The evaluator must have a commitment to instructional improvement.

THE PROCESS

1. The evaluation process should not discourage diversity in teaching behavior.

2. Multiple observations of teaching are necessary to obtain a reliable picture of teaching behavior.

3. Effectiveness of teaching behavior must be assessed in light of learner, school and/or school system characteristics, needs and organizational structures.

4. The evaluation process should focus on the identification of patterns of teaching behavior.

5. Multiple sources of data are essential to the development of a complete picture of teaching performance.

THE EVALUATION INSTRUMENTS

1. The evaluation instrument(s) must be developed from the evaluation process.

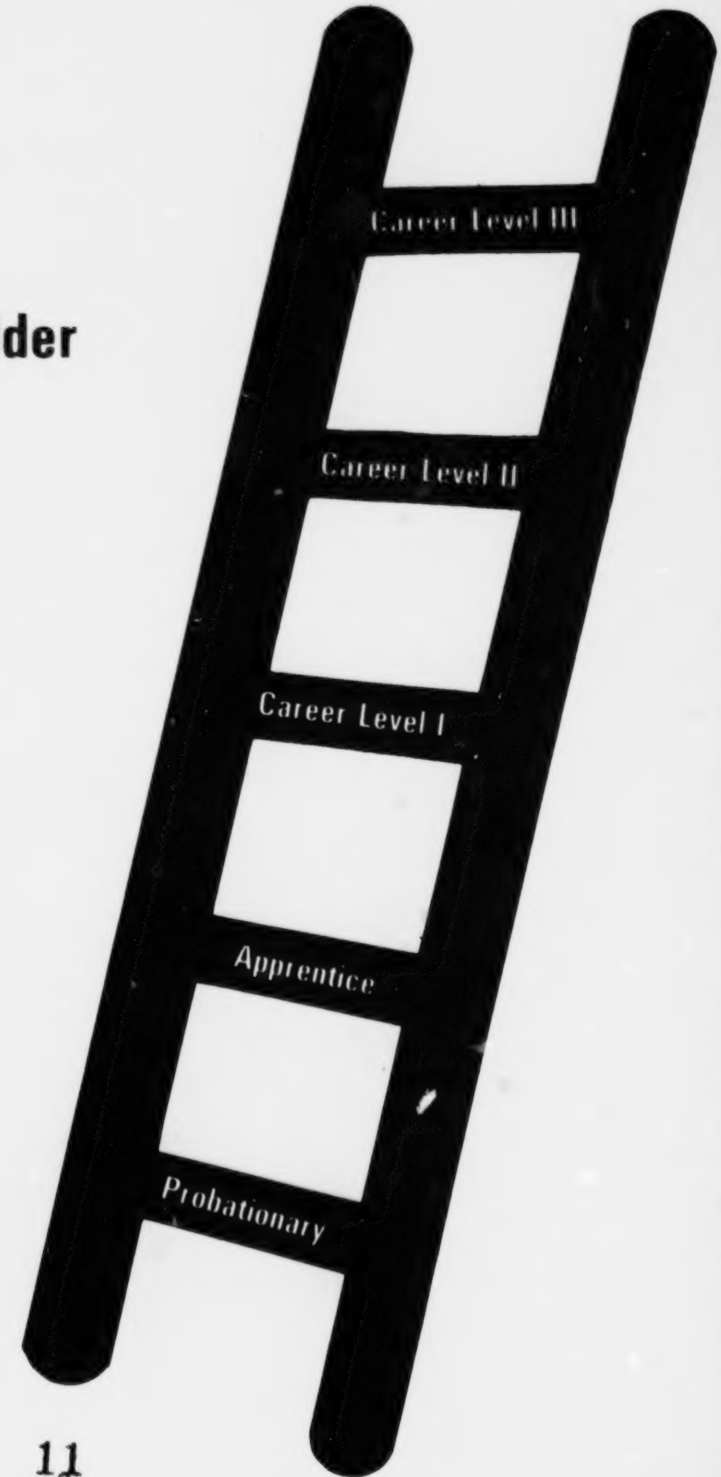
2. The instrument(s) must be understood by all teachers and administrators.

3. The instrument(s) must assess the performance of competencies/skills considered important to effective teaching.

4. Checklists and rating scales are useful only as reflections of summarized information.

AT A GLANCE

Levels of the Career Ladder


Career Level III
Career Level II
Career Level I
Apprentice
Probationary

LEVELS OF THE CAREER LADDER

Introduction

For teachers entering the profession after July 1, 1984, the Career Ladder has five levels: The levels are as follows:

- Probationary
- Apprentice
- Career Level I
- Career Level II
- Career Level III

Probationary

The Probationary certificate is for the first year teacher and is a nonrenewable certificate. To qualify for a Probationary certificate a teacher must complete a college preparation program and meet the minimum qualifying score on the Core Battery of the National Teacher Exam.

Apprentice

The Apprentice certificate is issued upon satisfactory completion of the probationary year. Advancement to the Apprentice certificate is based upon a positive evaluation from the local school system. The certificate is valid for three years and is nonrenewable. Apprentice teachers must be evaluated every year by the local school system. The state reviews the evaluation during the third year of the certificate.

Career Level I

The Career Level I certificate is issued upon satisfactory performance at the Apprentice Level. The Career Level I certificate is valid for five years and is renewable. Teachers may stay at Career Level I if they do not wish to go further on the Career Ladder. Career Level I teachers receive an annual salary supplement of $1,000 and must be evaluated by the local school system at least two times in the five-year period. The state conducts an evaluation during the fifth year. Teachers with only a bachelor's degree must also complete one college course at or above the junior level or one professional education course identified by the evaluator. The teacher must have a 3.0 grade point for course work during the five-year period. Career Level I teachers may be assigned by principals to supervise and assist student interns and probationary teachers.

Career Level II

The Career Level II certificate is issued upon completion of at least one Career Level I five-year period and upon meeting the requirements of the state teacher evaluation system for Career Level II. The Career Level II certificate is valid for five years and is renewable. Teachers may stay at Career Ladder II if they do not wish to go further on the Career Ladder. Teachers applying for Career Level II must go through the complete State evaluation system which is outlined in this book and must meet the minimum qualifying scores for that level. Career Level II teachers are evaluated at least twice by the state during the five-year certification period. Career Level II teachers may elect a 10 or 11 month contract and receive, respectively, state salary supplements of $2,000 or $4,000. Career Level II certificates are renewable, based upon course work as defined for Career Level I and upon a satisfactory State evaluation. Career Level II teachers may be assigned to work with gifted or remedial students, to work with special needs students or to assist Apprentice teachers.

Career Level III

The Career Level III certificate is issued upon completion of the five-year Career Level II period and upon meeting the requirements of the state teacher evaluation system for Career Level III. The Career Level III certificate is renewable based upon completing course requirements listed for Career Level I and upon meeting evaluation standards. Career Level III teachers may elect a 10, 11, or 12 months contract and receive, respectively, state salary supplements of $3,000, $5,000 or $7,000. Career Level III teachers may be assigned to work with gifted or remedial students, to work with special needs students or to assist Apprentice and Career Level I teachers.

The chart on page 7 outlines information pertinent to teachers who enter the teaching profession after July 1, 1984.

Teachers currently employed and certified in Tennessee on July 1, 1984, have different experience requirements to enter the Career Ladder. The chart on page 8 outlines this information.

Personnel Included In This Evaluation System

This evaluation system is designed for classroom teachers in grades kindergarten through twelve. Adaptations of the evaluation system have been made for special education, Chapter 1 resource teachers, and vocational education teachers. The information unique to these groups is listed at the end of the information on the general classroom teacher evaluation system.

A separate evaluation system exists for assistant principals, principals and instructional supervisors. Evaluation systems for counselors and librarians are being field tested in the Fall of 1985. Other special group evaluation systems are in developmental stages.

NEW TEACHERS AFTER JULY 1, 1984

CAREER LEVEL	YEARS OF EXPERIENCE TO APPLY	CERTIFICATE LENGTH AND DURATION	WHO EVALUATES?	CONTRACT DURATION	STATE SALARY SUPPLEMENT
Probationary	0	One-Year Nonrenewable	Local	10 Month	0
Apprentice	1	Three-Years Nonrenewable	Local State - 3rd Year Review	10 Month	To Be Determined By State Board of Education
Career Level I	4	Five-Years Renewable	Local - 2 times in five years State - 5th Year Review	10 Month	$1,000
Career Level II	9	Five-Years Renewable	Local - Once in 3 Years State - two times during five-year period	10 Month 11 Month	$2,000 $4,000
Career Level III	14	Five-Years Renewable	Local - Once in 3 Years State - two times during five-year period	10 Month 11 Month 12 Month	$3,000 $5,000 $7,000

TEACHERS EMPLOYED AND CERTIFICATED AS OF JULY 1, 1984

CAREER LEVEL	YEARS OF EXPERIENCE TO APPLY	CERTIFICATE LENGTH/DURATION	WHO EVALUATES?	CONTRACT DURATION	STATE SALARY SUPPLEMENT
Career Level I	3* Years	Five-Years Renewable	Local - Minimum of two times in 5 years State Review - 5th Year	10 Month	$1,000
Career Level II	8** Years	Five-Years Renewable	Local - Once in 3 Years State - 2 times in 5 years	10 Month 11 Month	$2,000 $4,000
Career Level III	12*** Years	Five-Years Renewable	Local - Once in 3 Years State - 2 times in 5 years	10 Month 11 Month 12 Month	$3,000 $5,000 $7,000

*Teachers with fewer than three years of experience who were employed and certified on July 1, 1984 may apply for Career Level I Certification when they obtain the three year experience and other applicable requirements.

**Teachers with fewer than eight years of experience who were employed and certified on July 1, 1984 may apply for Career Level II certification when they obtain the eight year experience and other applicable requirements.

***Teachers with fewer than twelve years of experience who were employed and certified on July 1, 1984 may apply for Career Level III certification when they obtain the twelve year experience and other applicable requirements.

Domains of Competence

Domains: Six Basic Areas Evaluated

- Planning
- Teaching Strategies
- Evaluation of Student Progress
- Classroom Management
- Professional Leadership
- Basic Communication Skills

Indicators: These are the tools used to measure performance in each domain.

On the following pages, a detailed outline explains the domains, indicators, and measurement statements of the evaluation process:

- Each Roman Numeral will represent a Domain.
- Each Letter will represent an Indicator in each Domain.

Illustrative statements which provide the basis for measurement are listed under the indicators.

DOMAINS OF COMPETENCE

INTRODUCTION

The Tennessee Career Ladder Teacher Evaluation System evaluates teaching skills and knowledge - things teachers know and do that contribute to good teaching.

In developing the evaluation system, both educational research and information from teachers across Tennessee were used to identify the skills and knowledge of effective teaching. The domains of competency that are evaluated are consistent with this research and also with what thousands of Tennessee teachers mentioned when asked what skills were important to good teaching.

DOMAINS OF COMPETENCE

There are six basic domains of competence that will be evaluated. They are as follows:

- Planning for Instruction
- Teaching Strategies
- Evaluation of Student Progress
- Classroom Management
- Professional Development and Leadership
- Basic Communication Skills

INDICATORS

To make the evaluation as objective as possible, there are specifics within the broad domains of competence that are examined. For example, in measuring Teaching Strategies, the evaluation assesses how a teacher presents subject matter and whether he/she reteaches when necessary. The specific sections within the broad competencies are referred to as "indicators."

A new indicator, Improving Student Performance, is being field tested during 1985-86. This indicator is listed as III. C. in the Evaluation Domain. The information for this indicator will not be included in the teacher's final evaluation results during the 1985-86 school year.

Pages 10-17 list the domains of competence. The "indicators" are the lettered statements labeled A, B, C, and D. Below each indicator are illustrative statements which provide the basis for measurement.

COMPETENCIES AND INDICATORS WITH MEASUREMENT STATEMENTS

I. Prepares for instruction effectively (Planning for Instruction)

  A. Establishes appropriate instructional goals and related objectives consistent with the curriculum

    - Establishes long-term instructional goals
    - Selects goals and sequences instructional objectives in accordance with goals
    - Teaches material relevant to his or her instructional assignment
    - Addresses both lower and higher level thinking skills

  B. Prepares instructional plans and materials incorporating principles of effective instruction

    - Prepares teaching procedures for introducing instructional goals and objectives to learners
    - Identifies content, materials, and media needed for the instructional program and arranges for them

  C. Creates, selects or modifies instructional plans and materials to accommodate learner instructional levels

    - Selects/adapts/creates instructional materials to accommodate learner differences

II. Uses teaching strategies and procedures appropriate to the content, objectives and learners (Teaching Strategies)

  A. Provides a clear description of the learning task and its content

    - Provides correct/current information
    - Provides an overview of material to be covered
    - Provides directions and explanations related to lesson content/concept

- Helps learner recognize the integration of content/concepts
- Paces learning tasks according to difficulty of material
- Provides examples of how task is to be completed
- Distinguishes steps in the learning task
- Provides appropriate language model for students

B. Monitors learner understanding and reteaches as necessary

- Identifies learner instructional levels before beginning instruction
- Clarifies directions and explanations when learners misunderstand
- Paces learning activities to accommodate learner differences
- Attends to learner needs in order of importance

C. Provides learners appropriate practice and review

- Requires learners to apply skills and concepts
- Uses responses and questions from learners in teaching
- Utilizes alternative and supplemental activities which address instructional objectives
- Requires learners to explain, compare or evaluate content/concepts
- Provides supervised practice with the application of content/concepts
- Provides seatwork/homework for independent practice

D. Establishes and maintains learner involvement in the learning task

- Helps learners recognize the purpose and importance of the learning activities

- Maintains learner focus on the learning task
- Provides learners opportunities to participate in learning tasks
- Monitors learner involvement with the learning task and adjusts teaching procedures to enhance learner involvement

III. Uses evaluation to improve instruction (Evaluation of Student Progress)

A. Uses information about learner performance to improve the instructional process

- Uses teacher-made or teacher-selected evaluation materials or procedures to obtain information about student progress
- Uses learner performance data for diagnosis/remediation of learner needs
- Uses learner performance data for improving instructional content/curriculum
- Identifies diagnostic and assessment materials and procedures needed for the instructional program and arranges for them

B. Reports learner status and progress to learners and their parents

- Provides feedback/correction of errors during supervised practice
- Explains grading/scoring standards to learners and parents
- Returns corrected seatwork/homework, tests and other work promptly
- Provides specific information for improvement of work

C. Improves Student Performance **(Field Test Only -- 1985-86 as explained on page 10)**

- Improves learners' academic achievement in relevant subject area(s)

- Improves learners' attitudes toward learning

IV. Manages classroom activities effectively (Classroom Management)

A. Establishes and maintains appropriate learner behavior

- Provides guidelines for learner behavior

- Applies specific and reasonable sanctions for inappropriate learner behavior in a consistent manner

- Provides feedback to learners about their behavior

- Controls situations in which inappropriate behavior is likely to occur

- Uses verbal and non-verbal classroom management techniques effectively

B. Establishes and maintains a classroom climate conducive to learning

- Demonstrates positive verbal behavior to learners

- Demonstrates positive non-verbal behavior to learners

- Indicates confidence that all learners can and will learn

- Encourages effort and progress

- Supports learner excellence and achievement

C. Makes effective use of classroom resources

- Maximizes available learning time

- Provides clear and detailed plans and directions for substitutes, aides and other instructional assistants

- Utilizes assigned facilities to accommodate different types of learning activities

- Arranges classroom furniture and equipment to facilitate movement

- Arranges classroom materials and media to provide resources for learning accessible to the learner

- Indicates when the task is to be completed and maintains timeliness

- Integrates instructional resources with teaching procedures

- Handles minor interruptions without disruption to the current task

V. Establishes and maintains a professional leadership role (Professional Leadership)

A. Improves professional skills and knowledge

- Takes formal coursework related to teaching assignment/advancement

- Obtains graduate degree(s) related to teaching assignment/advancement

- Participates in "non-required" staff development activities

- Uses ideas from books, professional journals and professional organizations to enhance classroom instruction

- Tries new methods/approaches in the classroom and evaluates their success

- Seeks and utilizes community resources to enhance classroom instruction

B. Takes a leadership role in improving education

- Conducts workshops/training sessions

- Creates materials/programs and shares with others

- Holds a leadership position in school/school system

- Receives special honor(s)

- Holds leadership position in educational organizations
- Assists in establishing school goals and takes an active role in achieving them
- Takes an active role in resolving school problems
- Promotes parent/community interest in the school
- Initiates activities and projects in the school
- Shares material and resources with peers and administrators
- Discusses professional topics with peers and others
- Assists peers and others in identifying and solving instructional problems
- Works cooperatively with peers, administrators and community members in planning and implementing curricular and extracurricular activities

C. (Screening)* Performs professional responsibilities efficiently

- Maintains accurate and up-to-date records
- Completes assigned tasks on schedule
- Arrives on time for class, meetings and other scheduled activities
- Maintains a satisfactory record of attendance
- Manages routine business and recordkeeping efficiently
- Follows applicable policies and procedures of the state

VI. (Screening)* Communicates effectively (Basic Communication Skills)

A. Writes clearly and correctly

- Handwrites or prints legibly

- Organizes written information
- Uses vocabulary and style appropriate to the level of the audience
- Uses correct grammar and mechanics

B. Reads professionally relevant literature/materials with comprehension

*Competencies and indicators marked "screening" are expectations of all teachers. They are minimum competencies/indicators which will be assessed during the evaluation process. If a serious deficiency is found in one or more of these areas, the evaluation process may be terminated at that point. However, the candidate has a right to review in this situation, if he/she feels that the termination is unfair.

AT A GLANCE

Multiple Sources of Data

Primary Sources of Data

- Teacher
- Evaluators
- Teacher's Principal
- Three Peer Teachers
- Teacher's Students

Instruments Used

- Classroom Observations
- Dialogue Sessions
- Three Questionnaires
  - Student
  - Principal
  - Peer
- Professional Development Summary and Leadership Activities
- Written Test

MULTIPLE SOURCES OF DATA

Introduction

In measuring areas of competence, it is important to have as many sources of information as possible. Tennessee's Career Ladder Program uses the multiple data source concept. This approach provides safeguards for persons being evaluated since one source can be balanced against another. It provides more information on which to base a judgment.

The questionnaire administered to Career Level II and III candidates in the Spring of 1985 reveals that Tennessee teachers overwhelmingly support the multiple data source concept.

There are five primary sources of data in the teacher evaluation system: 1) the teacher, 2) the evaluator, 3) the teacher's principal, 4) three peer teachers and 5) the teacher's students. There are seven instruments used to provide information from the sources: the classroom observation, the Dialogue sessions, three questionnaires, a summary of professional development and leadership activities and a written test.

Teacher

The teacher is actively involved in the evaluation process through the classroom observation. This includes the pre- and post-observation conferences with the teacher and the evaluator's coding of teacher behavior during the classroom observation. The teacher participates in three Dialogue sessions with the evaluator which focus on the Planning, Teaching Strategies, and Evaluation Domains. The teacher submits a summary of his/her professional development and leadership activities. The teacher also takes the written test of professional knowledge.

Evaluator

The evaluator interacts with the teacher during the pre- and post-observation conferences and during the Dialogue sessions. Evaluators rate the professional development and leadership activities submitted by the teacher. The team of three evaluators meets for a consensus decision about the teacher at the end of the evaluation process. This consensus score is combined with the scores from other data sources to determine the Career Level status of the teacher.

Students, Principal, and Teachers

Questionnaires are used to collect information about the teacher from students, the school principal and peer teachers. The Student Questionnaire covers the Teaching Strategies, Classroom Management, and Evaluation Domains. The Principal Questionnaire covers the three domains on the Student Questionnaire and includes information on the Planning, Leadership, and Communication Domains. The Peer Questionnaire addresses only the Leadership Domain.

This method of using each questionnaire to address specific domains allows for information to be collected on each domain from the most logical source. Students may not be aware of how teachers plan or how teachers participate in professional leadership activities in the school. Peer teachers may not know how another teacher performs in the classroom if they have never been in that classroom during instructional time. Therefore, peers are asked only about the teacher's leadership activities in the school system. These activities must be related to educational organizations and activities and not to non-affiliated organizations.

The following page shows the competencies and indicators and the methods that are used to collect information about each domain.

HOW WE OBTAIN OUR INFORMATION

ABOUT

COMPETENCIES AND INDICATORS

GENERAL EDUCATION

	CLASSROOM OBSERVATION	DIALOGUE	PEER QUESTIONNAIRE	PRINCIPAL QUESTIONNAIRE	STUDENT QUESTIONNAIRE	PROFESSIONAL DEVELOPMENT AND LEADERSHIP SUMMARY	WRITTEN TEST
I. Prepares for instruction effectively.							X
A. Establishes appropriate instructional goals and related objectives consistent with the curriculum.		X		X			
B. Prepares instructional plans and materials incorporating principles of effective instruction.	X	X		X			
C. Creates, selects or modifies instructional plans and materials to accommodate learner instructional levels.	X	X		X			
II. Uses teaching strategies and procedures appropriate to the content, objectives, and learners.							X
A. Provides a clear description of the learning task and its content.	X	X		X	X		
B. Monitors learner understanding and reteaches as necessary.	X	X		X	X		
C. Provides learners appropriate practice and review.	X	X		X	X		
D. Establishes and maintains learner involvement in the learning task.	X	X		X	X		
III. Uses evaluation to improve instruction.							X
A. Uses information about learner performance to improve the instructional process.		X		X			
B. Reports learner status and progress to learners and their parents.	X	X		X	X		
C. Improves learner performance **(Field Test Only)**							
IV. Manages classroom activities effectively.							X
A. Establishes and maintains appropriate learner behavior.	X			X	X		
B. Establishes and maintains a classroom climate conducive to learning.	X	X		X	X		
C. Makes effective use of classroom resources (e.g. personnel, time, materials, facilities)	X			X	X		
V. Establishes and maintains a professional leadership role.							X
A. Improves professional skills and knowledge.				X		X	
B. Takes a leadership role in improving education.			X	X		X	
C. **(Screening only)** Performs professional responsibilities efficiently.							
VI. **(Screening only)** Communicates effectively.							X
A. Writes clearly and correctly.							X
B. Reads professionally relevant literature/materials with comprehension.							X

AT A GLANCE

Evaluation Process

Who: Teachers who applied but were not evaluated during the 1984-85 year
Teachers who made application by May 31, 1985

How: Candidates must pass the Writing and Reading Tests and must take the Professional Skills Test on the Tennessee Career Ladder Test. The test includes the Professional Skills Test, the *Writing Test and the *Reading Test.

*A passing score on the National Teacher Exam Core Battery Communications Skills Test may be substituted for the Reading and Writing Tests.

A three-member team is assigned. Each evaluator will visit the teacher one time during the year for a total of three visits.

- Visit "A" - announced
- Visit "B" - unannounced
- Visit "C" - unannounced

The evaluating team then reaches a consensus rating on each teacher's performance. The evaluating team's rating is combined with the other evaluation instrument scores to provide the evaluation results for each candidate.

What: Domains of Competence

- Planning
- Teaching Strategies
- Evaluation of Student Progress
- Classroom Management
- Professional Leadership
- Basic Communication Skills

You must obtain minimum qualifying scores for each Domain of Competence and an overall qualifying score. The indicator scores give this information.

When: September/October, 1985

- Evaluators trained
- Evaluator teams assigned
- Teacher Orientation Manual delivered by an evaluator
- Visit "A" arranged
- Evaluation begins

THE EVALUATION PROCESS FOR LEVELS II AND III

Every Career Level II or III applicant has one important question--"How will this process work?" The following description of the teacher evaluation process outlines the major steps in the process.

Step 1 - Teachers who applied but were not evaluated during 1984-85 and teachers who made application by May 31, 1985, are eligible for evaluation during the 1985-86 school year. Those who applied by November 30, 1984, and who achieve upper Career Ladder status receive certificates and retroactive supplements for 1985-86. Those who applied during the 1985-86 school year and who achieve upper Career Ladder status receive certificates and supplements in 1986-87.

Step 2 - Teachers must take the Tennessee Career Ladder Test which includes the Professional Skills Test, the Writing Test, and the Reading Test. A passing score on the National Teacher Exam Core Battery Communications Skills Test may be substituted for the Reading and Writing Test.

Step 3 - During September and October, 1985, the evaluators are trained and a three-person team of evaluators is assigned to each Career Level II and III applicant.

Step 4 - After the evaluation system is approved by the Certification Commission and the State Board of Education, each teacher receives a copy of the Teacher Orientation Manual and an opportunity to discuss the evaluation process with an evaluator. At this time information is collected about the teacher's school schedule.

Step 5 - A list of three evaluation team members, including their regional location and teaching area, is given to each teacher before the beginning of the evaluation process.

Step 6 - After the teacher receives a listing of evaluation team members, he or she may "waive" one of the team members. Teachers have five days from the date of receipt of the list of their team members in which to notify the Certification Commission and Regional Coordinator in writing of their decision to waive an evaluator. Another evaluation team member is then assigned by the Regional Coordinator.

Step 7 - Each of the three evaluators visits the teacher during the year. These visits are called the "A", "B", and "C" visits. An outline of the activities for each of these visits is presented below.

Step 8 - After the evaluation visits are completed, the evaluation teams meet to evaluate each teacher's performance and assign a rating.

Step 9 - The assigned rating of the evaluation team is combined with the data from the other evaluation instruments to produce evaluation results for each teacher.

Step 10 - Teachers receive evaluation results following the scoring of all data.

AN OUTLINE: VISIT A

The date for the first visit is prearranged with the teacher. On that date, the first evaluator spends the day in the teacher's school. Seven activities occur during this day. The evaluator does the following:

- conducts one pre-observation conference with the teacher
- observes the teacher for two class periods of the teacher's choice (different groups of students or different preparations for the same students)
- conducts one post-observation conference with the teacher
- conducts the teacher evaluation Dialogue on Planning
- discusses the Principal Questionnaire with the principal and answers questions about the Principal's Handbook
- administers the Peer Questionnaires
- collects the teacher's school system calendar and the teacher's daily instructional schedule on the Candidate Information Sheet

AN OUTLINE: VISIT B

The date for the second visit is not announced ahead of time. The second evaluator spends the day in the teacher's school. Seven activities occur during this day. The evaluator does the following:

- conducts one pre-observation conference with the teacher
- observes the teacher for two class periods of the evaluator's choice (different groups of students or different preparations for the same students)
- conducts one post-observation conference
- conducts the teacher/evaluator Dialogue on Teaching Strategies
- administers the Student Questionnaires
- collects the Principal Questionnaire
- collects information on the teacher's Professional Development and Leadership activities.

AN OUTLINE: VISIT C

The date for the third visit is not announced ahead of time. The third evaluator spends the day in the teacher's school. Four activities occur during this day. The evaluator does the following:

- conducts one pre-observation conference
- observes the teacher for two class periods of the evaluator's choice (different groups of students or different preparations for the same students)
- conducts one post-observation conference
- conducts the teacher/evaluator Dialogue on Evaluation*

***Note:** A portion of this information relates to student performance. It is being gathered for field testing purposes only and will not be used to determine a teacher's placement on the Career Ladder during 1985-86.

Visit "A"

- Announced

  The evaluator contacts the teacher in advance to arrange Visit "A", schedules two classroom observations and a Dialogue session.

- Activities

  The evaluator spends the day in the candidate's school and conducts the following:

  - Pre-observation conference
  - Two classroom observations scheduled in advance with teacher
  - Post-observation conference
  - Teacher/evaluator Dialogue session on Planning
  - Administration of Peer Questionnaire
  - Distribution of Principal's Handbook
  - Collection of teacher's schedule and school calendar

- Instruments Used

  - Pre-observation conference form (pp. 64-65)
  - Classroom observation coding sheets (pp. 66-69)
  - Post-observation conference form (pp. 70-72)
  - Peer Questionnaire (pp. 73-74)
  - Principal Questionnaire* (pp. 82-83)
  - Dialogue session form (pp. 84-86)

  *This Questionnaire is left with the principal to be collected on the "B" visit.

- Preparations

  All materials for the "B" visit should be prepared by December 2.
  The "B" and "C" visits are unannounced.

VISIT "A"

Introduction

Several activities occur during the "A" visit. These include the following:

- pre-observation conference
- two announced classroom observations
- post-observation conference
- teacher/evaluator Dialogue focusing on Planning
- administration of the Peer Questionnaire
- distribution of the Principal's Handbook which contains a copy of the Principal Questionnaire due during the "B" visit
- collection of the teacher's daily schedule and school calendar

Prior to the "A" visit, the evaluator contacts the teacher to schedule two classroom observations and a Dialogue session during the first visit. The teacher may select the classes of his/her choice for the observation, but the classes must have different preparations or have different groups of students. Neither the classroom observations nor the Dialogue sessions should be videotaped or recorded by the teacher during the evaluation process. The evaluator will request the names of six teachers to receive the Peer Questionnaire.

Pre-Observation Conference

During the pre-observation conference, the teacher is asked to state lesson objectives and explain procedures that are to be used for both classes. The form for the pre-observation conference which is used by the evaluator is shown in the Instrument section on pages 64-65. Any unique situations in the teacher's classes or teacher's school are discussed at this time. The front of the observation instrument has space to code unique situations, such as mainstreamed students, inappropriate facilities, low socio-economic students and gifted students. This is shown in the Instrument section on page 66. The teacher is asked to summarize class activities conducted on the previous day and to explain their relationship to the observed lessons. The pre-observation conference is approximately twenty minutes long.

Classroom Observation

The classroom observation is about one hour in length, or one class period long. During this time the evaluator usually sits quietly in the classroom and codes the teacher's and students' actions. If the teacher is working with individual students or small groups, the evaluator may find it necessary to move so that he/she can see and hear clearly what the teacher is doing. Every effort is made not to disturb the class. The teacher should not communicate with the evaluator during the observation but should conduct the class as if the evaluator were not present.

A select number of teacher behaviors related to effective teaching, which can be observed and recorded, comprise the observation system. These behaviors relate directly to the teacher competencies established as the basis for the Career Ladder Teacher Evaluation System. The observation system is designed to provide a reasonable number of observable behaviors which are recorded for analysis. These behaviors include the following:

- describing the learning task as the teacher's portrayal of what is to be done and how it is to be done
- presenting the lesson using either direct or indirect teaching styles
- providing learners appropriate practice
- conducting a review of a lesson when appropriate
- monitoring for learner understanding
- providing feedback to learners
- encouraging student involvement in the lesson
- providing a climate conducive to learning

Not all of these behaviors are expected to occur in every observation period. Thus, a teacher who attempts to "force" all of these behaviors during the observation period may inhibit his or her teaching.

During the classroom observation, the evaluator follows a structure for observing teacher behavior. For four minutes the evaluator codes classroom interactions. For the next two minutes the evaluator responds to a series of observational questions. This four minute/two minute pattern is repeated throughout the observation period. At the end of the observation period, the evaluator responds to another set of observational questions. These series of observation "snapshots" are combined with the other series within each observation period to produce the score at the end of the evaluation year. Consequently, the evaluator does not know the results of the observation. Details of the coding sheets are shown in the Instrument section on pages 67-69.

Post-Observation Conference

During this visit, the post-observation conference is scheduled after the second observation, but it does not have to be immediately after the class period. The teacher is asked to explain class activities for the following day and to tell how the observed lessons are related to the instructional sequence. During the post-observation conference the evaluator will give the teacher feedback from both observations. The evaluator is unable to tell the teacher how he/she is doing in the total evaluation process because of the influence of information from other sources such as the Student and Peer Questionnaires. The evaluator does not have access to the information from the other data sources at this time. Comments are restricted to the observations done on that particular day. The evaluator is able to use the observation instrument to discuss the patterns of observed behavior including what the students did during the lessons, what the teacher did during the lessons, whether the lessons were congruent with the objectives, whether the classroom climates were conducive to learning, what strengths were exhibited during the observations and what areas were identified for teacher improvement. Until the data are combined from the other two visits and the other instrumentation, the evaluator does not know the Career Level performance of the teacher. The forms for the post-observation conference are shown in the Instrument section on pages 70-72.

The post-observation conference is not scored as a data source. However, the evaluator may use any information from the conference in the consensus decision-making process. Both the evaluator and the teacher must sign a form to indicate that the post-observation conference has taken place. The teacher's signature does not necessarily indicate agreement with any comments. The teacher may also make further comments on this form.

The Teacher/Evaluator Dialogue - Planning Focus

The teacher/evaluator Dialogue during the "A" visit focuses on the Planning Domain. The Dialogue is scheduled for one hour. This may occur during the day if you have planning time or can have release time. If not, it will be held prior to school or after school. Approximately thirty minutes is devoted to standard questions asked by the evaluator, and the other thirty minutes is the teacher's sharing with the evaluator whatever he/she wishes.

The structured part of the Dialogue focuses on three questions. They are as follows:

1. How do you decide what to teach? Briefly outline your instructional program for the year. Discuss your goals and objectives for your unit plan and lesson plan.

2. How do you determine teaching strategies and use of instructional materials?

3. How do you adjust for student differences?

Teachers are to bring to this session materials which support the answers to these questions. Teachers should be prepared to discuss briefly their year long instructional units, goals, and objectives. A unit plan, of which one of the observed lessons is a part, should be shared with the evaluator. This unit plan should be related to the curriculum and to the year-long instructional goals. One lesson plan from one of the classes observed that day should be shared with the evaluator. Teachers should not create new material for this Dialogue session but should gather materials which are currently being used in the classroom. The lesson plan should be no more than two pages in length.

Some tips that may prove useful as you plan for this Dialogue session are listed below:

Goals are broad, long-range statements related to the curriculum.

Lesson plans should contain objectives which are stated in terms of student learning and behavior and should be focused on one class period. The objectives should be consistent with the curriculum.

Lesson plans should state introductory procedures. They should also include a logical and complete explanation of the instructional process, including the motivational activity, concept or skill development, practice activities, and student involvement. Alternative, supplemental, and reteaching activities should be provided. Plans should address student ability levels, modes of learning, and intended student outcomes.

Examples of materials, resources, and audio-visual aids used in the unit should be shared with the evaluator. If the material is not available at that time, bibliographic information should be provided.

The Instrument section of the manual contains the forms used by the evaluators during the Dialogue sessions. **Please review pages 84-86 in the Instrument section prior to your evaluator's visit.** The evaluator takes notes during the Dialogue session but does not complete the scoring until after the visit is over. Therefore, there is no feedback on the evaluation process at this time. This allows the evaluator to give careful consideration to the teacher's materials and responses before assigning a score. The scores will be reported to the teacher during the summary conference after the completion of the evaluation process.

The unstructured portion of time during the Dialogue session is your opportunity to share things you think are valuable with the evaluator. Review the indicators in the Planning Domain and select things you think your evaluator should know about you. It is appropriate to discuss other areas at this time. This information will be a part of the basis for the evaluator's consensus decision at the end of the evaluation process.

If the teacher decides that he/she is not prepared to proceed with the Dialogue session when the evaluator arrives, the teacher's evaluation is terminated at this time. Be sure to plan ahead and to be ready for your evaluator's visit!

The Peer Questionnaire

Teachers are asked to submit a list of names of six peer teachers who will complete the Peer Questionnaire. The names will be requested during the telephone call to schedule the "A" observations. The teacher will be asked to sign a form during the "A" visit verifying the names of the selected peers. These persons should be members of the staff in your school unless you were employed in another school during 1984-85. If that is the case, you may submit the names of teachers from your previous school.

During the "A" visit the evaluator administers the Peer Questionnaire to three of these teachers who are randomly selected according to a set formula. The evaluator does not tell you which of your colleagues were chosen. Data from the three questionnaires are averaged so that they carry equal weight.

Peers are not questioned about your teaching abilities or other points that would not be known to those outside your classroom. The questions relate only to the Leadership Domain. A copy of the Peer Questionnaire is shown in the Instrument section on pages 73-74.

Distribution of Principal's Handbook

During the "A" visit the evaluator makes sure that your school principal has a copy of the handbook which describes the evaluation process to principals. In this handbook the Principal Questionnaire is described and explained. A copy of the questionnaire is left with the school principal and is collected by an evaluator on the "B" visit.

Daily Schedule

Your "B" and "C" visits are unannounced. It is important that the evaluators have a copy of your school system calendar which shows your holidays for the 1985-86 school year and other special days that will interrupt your normal teaching schedule. It is also important that the evaluators have a copy of your daily teaching schedule. During the "A" visit the evaluator collects your schedules in order to share them with your other evaluation team members. It is necessary that the teacher inform the appropriate evaluator of any changes. This can be done by contacting your regional coordinator at the telephone number or address listed on page 132.

Sample Schedule

After the first year of implementation of the Career Ladder Teacher Evaluation System, teachers requested that they have more time with their evaluators. This has been provided. The evaluator will work with you and your principal to schedule the day's activities at convenient times. Listed below are two possible schedules that could be used during the "A" visit.

Sample I*

Pre-conference	7:30 - 7:50 a.m.
Observation One	9:00 - 9:55 a.m.
Teacher/Evaluator Dialogue	10:00 - 11:00 a.m.
Observation Two	1:05 - 2:00 p.m.
Post-conference	3:10 - 3:30 p.m

Sample II*

Pre-conference	9:00 - 9:30 a.m.
Observation One	10:00 - 10:55 a.m.
Observation Two	12:00 - 12:55 p.m.
Post-conference	3:00 - 3:30 p.m.
Teacher/Evaluator Dialogue	3:30 - 4:30 p.m.

*Note: Scheduling may include time before or after school or during planning periods.

Summary

During visit "A" the teacher has an opportunity to experience each part of the evaluation process in which he/she is involved. Two classroom observations are completed, and there is a Dialogue session with the first evaluator. This should increase the teacher's knowledge of the evaluation process and prepare him/her for the "B" visit. Materials for the "B" visit should be prepared by **December 2.** The date of the "B" visit will vary depending on the evaluator's schedule. "B" visits may occur from December 2 through March.

AT A GLANCE

Visit "B"

- Unannounced
- Evaluator
  - Arrives at the teacher's school
  - Reports to the principal's office
  - Contacts the teacher to schedule the pre-observation conference
- Activities
  - Pre-observation conference
  - Two unannounced classroom observations
  - Teacher/evaluator Dialogue on Teaching Strategies
  - Post-observation conference
  - Administration of the Student Questionnaire
  - Collection of the Principal Questionnaire
  - Collection of the Professional Development and Leadership Summary
- Instruments Used
  - Pre-observation conference form (pp. 64-65) (same as Visit "A")
  - Classroom observation coding form (pp. 66-69) (same as Visit "A")
  - Post-observation conference form (pp. 70-72) (same as Visit "A")
  - Student Questionnaire (p. 75-81)
  - Dialogue sessions form (p. 87-90)

    There are three versions of the student questionnaire:

    1. Kindergarten through grade 2
    2. Grade 3 through 6
    3. Grade 7 through 12
  - Principal Questionnaire (p. 82-83)
  - Professional Development and Leadership forms (p. 94-102)
- Preparations

  Materials for the "C" Visit should be prepared by January 15.
  "C" Visit is unannounced.

VISIT "B"

Introduction

Several activities occur during the "B" visit. These include the following:

- pre-observation conference
- two unannounced classroom observations
- post-observation conference
- teacher/evaluator Dialogue focusing on the Teaching Strategies Domain
- administration of the Student Questionnaire
- collection of the Principal Questionnaire
- collection of the Professional Development and Leadership Summary

Classroom Observations and Conferences

The "B" visit is an unannounced visit. The evaluator arrives at the school, reports to the principal's office, and contacts you to let you know that a pre-observation conference is needed. Depending on your schedule, this may be shorter than the pre-observation conference during visit "A," but the same form and the same information are needed by the evaluator. The evaluator selects two classes which have different preparations or different students and meets with you to discuss your lesson(s) for the day. The same pre-observation, observation, and post-observation forms are used during each visit. Please review these sections in Visit "A" for more complete information.

Teacher/Evaluator Dialogue - Teaching Strategies Focus

The teacher/evaluator Dialogue during the "B" visit focuses on the Teaching Strategies Domain. The Dialogue is scheduled for one hour. Approximately thirty minutes is devoted to standard questions asked by the evaluator and the other thirty minutes to the teacher's sharing with the evaluator whatever he/she wishes.

The structured part of the Dialogue focuses on four questions. They are as follows:

1. How do you describe to students what is to be learned and how it will be learned? How do you explain the content of your subject area(s)?

2. How do you keep track of student learning during a lesson? What do you do if students do not understand a lesson?

3. After you have introduced and taught a lesson, how do you provide for student practice and review?

4. How do you keep students involved and participating in learning activities?

Teachers are to bring to this session materials which support the answers to the above questions. Any materials brought to the conference should be materials or media used in the teacher's classroom. The teacher should not spend time creating new or different materials to share with the evaluator. The evaluator is assessing performance on quality, not the volume of materials. Specific materials for teaching strategies should be brought to the Dialogue session. These include methods for the following:

- Determining students' instructional levels
- Introducing content
- Assessing student understanding (student work, classroom activities, questioning techniques)
- Establishing student involvement
- Adjusting teaching to student differences
- Providing for student supervised and independent practice
- Providing for active student participation
- Relating subject matter across content areas (integration of content)
- Attending to student needs

The teacher should be prepared to discuss with the evaluator information related to the following:

- Rationale for teaching a lesson
- Description of students for whom lesson is designed
- Use of small group and individual activities
- Pacing of instructional lessons
- Methods for reteaching, remediation
- Effective questioning techniques
- Strategies for higher order thinking skills (e.g., analyze, compare, contrast, evaluate, synthesize)
- Use of community resources (guest speaker, field trips, community displays in the classroom)

During this Dialogue session, the evaluator is rating the teacher on the use of grammar and oral communication skills. This has been changed from a screening competence to a measurement statement under indicator II.A. in Teaching Strategies. The Instrument section of the manual contains the forms used by the evaluators during the Dialogue sessions. Please review pages 87-90 in the Instrument section prior to your evaluator's visit. The evaluator takes notes during the Dialogue session but does not complete the scoring until after the session is over. This allows the evaluator to give careful consideration to the teacher's materials and responses before assigning a score.

The unstructured portion of time during the Dialogue session is your opportunity to share with the evaluator things that you think are valuable. Think back over previous years. What effective teaching strategies have you developed and used? Review the indicators in the Teaching Strategies Domain and select things you think the evaluator should know about you. It is appropriate to discuss other areas at this time, if you wish.

Materials for the "B" visit should be ready by December 2. If the teacher decides that he/she is not prepared to proceed with the Dialogue session when the evaluator arrives for the "B" visit, the teacher's evaluation is terminated at this time. Be sure to plan ahead and to be ready for your evaluator's visit!

Student Questionnaire

During the "B" visit the evaluator administers a questionnaire to your students. If you teach several classes, you may select the class. The class must have at least twenty students. If all of your classes have fewer than twenty students, you must select additional classes to assure that twenty questionnaires are completed. You may not, however, choose individual students from several classes to answer the questionnaire. If you teach in a self-contained situation, all of your students are asked to respond. After you select the time for the administration of the student questionnaire, the evaluator selects the times for classroom observation.

There are three versions of the student questionnaire: one for grades kindergarten through two, one for grades three through six, and another for grades seven through twelve. The kindergarten through second grade questionnaire is read to students, and they respond "yes" by putting thumbs up and respond "no" by putting thumbs down. If students are unfamiliar with this response mode, the evaluator adjusts to an appropriate technique. The grade three through six questionnaire is read to the students. If a student in grades seven through twelve is unable to read the questions, the evaluator will read to him/her. You may not stay in the classroom with your students while the evaluator administers the questionnaire. The questionnaire administration time ranges from fifteen to thirty minutes. Individual student responses are anonymous. You will receive the average scores given by your students on your final evaluation report. Copies of the questionnaires are shown in the Instrument section on pages 75-81.

Principal Questionnaire

During the "A" visit the evaluator left a copy of the Principal Questionnaire with your school principal or with the person responsible for your evaluation. The Principal's Handbook was given to the principal at that time to explain the role of the principal in the evaluation process. The evaluator collects the questionnaire during the "B" visit. The Principal Questionnaire contains twenty questions. Eighteen of these (numbers 1-18) are based on indicators in the Career Ladder teacher competencies. The other two questions (numbers 19 and 20) are related to the teacher competency being field tested this year: Improving Student Performance. **The scores from these two items will not count for or against you in the evaluation system this year, but are being field tested for research purposes.** Principals may share their responses on the questionnaire with the teacher, if they so desire. This decision is left up to each principal. If the principal is new to the school during 1985-86, he/she is encouraged to contact your previous principal to receive input on the questions. The principal is encouraged to find the answers to the questions that are not known by discussing them with you or by observing your classroom and activities. You will see the scores from the Principal Questionnaire on your final evaluation report. A copy of the Principal Questionnaire is shown in the Instrument section on pages 82-83.

Professional Development and Leadership Summary

During the "B" visit the evaluator collects your Professional Development and Leadership Summary. It is your responsibility to have this information at your **school by December 2.** If the information is unavailable when your evaluator arrives for your "B" visit, your evaluation for 1985-86 is terminated at this time.

Descriptions of professional development and leadership activities are required. These activities must have been completed during your last five teaching years. There are ten categories that relate to this domain area. You should submit one activity under each category. Only one activity is scored for each area. If more than one is submitted, the first one is scored by the evaluator. Descriptions should be exact. Items submitted become a part of the evaluation record and are not returned to the teacher.

The five categories of Professional Development Activities are as follows:

1. Obtains Graduate Degree(s) or Takes Courses
2. Participates in Professional Development Activities
3. Uses Ideas from Professional Books and Journals and Professional Organizations to Enhance Classroom Instruction
4. Tries New Methods/Approaches in the Classroom and Evaluates Their Success
5. Seeks and Utilizes Community Resources to Enhance Classroom Instruction

The seven categories of the Leadership Activities are as follows:

1. Conducts Workshops or Training Sessions with Peers
2. Creates Materials or Programs and Shares with Others
3. Holds a Leadership Position in the School/System or Educational Organization
4. Promotes Parent/Community Interest in School
5. Initiates Activities/Projects in the School
6. Communicates Effectively with Professionals, Paraprofessionals, and Parents **(Special Populations Only)**
7. Serves as a Liaison for Home, School, and Community **(Vocational Education Only)**

Additional information and forms for completing the summary are found in the Instrument section on pages 94-102. The forms may be reproduced. This year the teacher needs to verify only that all information is correct and no further verification is needed. The quality of the activities you report will be rated on a five point scale. These points are as follows: 1 - unsatisfactory, 2 - below average, 3 - average, 4 - outstanding, and 5 - distinguished. This determination will be made according to the degree of the correlation of the activity to the category description, the amount of time and effort spent in the activity, and the value to the teacher or the teacher's students.

SUMMARY

During the "B" visit the teacher has an opportunity to participate in the classroom observation process, including the pre- and post-observation conferences. The teacher shares information with the evaluator in relation to teaching strategies and submits his/her Professional Development and Leadership Summary information. The evaluator administers the Student Questionnaire and collects the Principal Questionnaire. Materials for the "C" visit should be prepared by **January 15**. The date of the visit will vary depending on the evaluator's schedule. "C" visits will occur from January 15 through May.

AT A GLANCE

Visit "C"

- Unannounced
- Evaluator
  - Arrives at the teacher's school
  - Reports to the principal's office
  - Contacts the teacher to schedule the pre-observation conference
- Activities
  - Pre-observation conference
  - Two unannounced classroom observations
  - Post-observation conference
  - Teacher/evaluator Dialogue focusing on Evaluation
- Instruments Used
  - Pre-observation form (pp. 64-65)
  - Post-observation form (pp. 70-72)
  - Evaluation Dialogue (pp. 91-93)

The following section provides details on Visit "C".

VISIT "C"

Introduction

Several activities occur during the "C" visit. These include the following:

- two unannounced classroom observations
- pre- and post-observation conferences
- teacher/evaluator Dialogue focusing on the Evaluation

Classroom Observations and Conferences

The "C" visit is an unannounced visit. If possible, the evaluator arrives before school starts, reports to the principal`s office, and contacts you to let you know that a pre-observation conference is needed. Depending on your schedule, this may be shorter than the pre-observation conference during visit "A," but the same form and the same information are needed by the evaluator. The evaluator selects two classes which have different preparations or different students and meets with you to discuss your lesson(s) for the day. The same pre-observation, observation, and post-observation forms are used during each visit. Please review these sections in Visit "A" for more complete information.

Teacher/Evaluator Dialogue - Evaluation Focus

The teacher/evaluator Dialogue session during the "C" visit focuses on the Evaluation Domain. The Dialogue is scheduled for one hour, with approximately thirty minutes being devoted to standard questions asked by the evaluator and the other thirty minutes for the teacher to share with the evaluator whatever he/she wishes. The structured part of the Dialogue focuses on three question sets. They are as follows:

Q.S. 1. How do you evaluate your students' progress?
How do you evaluate what you teach?

Q.S. 2. What do you do with your evaluation results?

Q.S. 3. How do students do academically in your classes?
What are your students' attitudes toward learning?

The first two question sets are part of the 1985-86 evaluation system. Question Set Three has four scores numbered nine through twelve (see Instrument Section page 93). The first two scores (nine and ten) are scored under the Classroom Management Domain (IV.B.). The other two scores (eleven and twelve) are field test only items for 1985-86. These two items will not be used in your evaluation results. It is important for research purposes that you answer Question Set Three as accurately as possible.

Teachers are to bring to this session materials which support answers to these questions. Any materials brought to the conference should be material used in the teacher's classroom. The teacher should not spend time creating new or different material to share with the evaluator. The evaluator is assessing your performance on the quality and not on the volume of materials. Evaluation information which supports the following should be available:

- Material used at the beginning of the year to assess students' current achievement level
- Samples of teacher-made or commercial tests used to monitor student achievement during the year and end-of-year test(s)
- Student achievement records-(examples: grade book, Basic Skills First student and class reports, other student record management systems, etc.)
- Teaching strategies which reflect student grouping based upon evaluation information
- Methods for reporting students' status to students and their parents

The teacher should bring information related to and be prepared to discuss with the evaluator the following:

- How evaluation data matches goals/objectives
- Ways for measuring/monitoring affective growth of students (socio-emotional growth, attitudes, etc.)
- How evaluation information has resulted in adjusting or adapting the curriculum
- Knowledge of the ability level of students
- How student achievement in your classes compares to other classes in the school, system, and state (if available)
- Communication and feedback to parents and students

Remember the information related to student academic achievement and student attitudes for learning is for **field testing only.** The Instrument section of the manual contains the forms used by the evaluators during the Dialogue sessions. **Please review pages 91-93 in the Instrument Section prior to your evaluator's visit.** The evaluator takes notes during the Dialogue session but does not complete the scoring until after the session is over. This allows the evaluator to give careful consideration to the teacher's materials and responses before assigning a score.

The unstructured portion of time during the Dialogue session is your opportunity to share things you think are important with the evaluator. Think back over previous years. What evaluation data have you collected and how have you used it? Review the indicators in the Evaluation Domain and select things you think the evaluator should know about you. It is appropriate to discuss other areas at this time.

If the teacher decides that he/she is not prepared to proceed with the Dialogue session when the evaluator arrives for the "C" visit, the teacher's evaluation is terminated at this time. Be sure to plan ahead and to be ready for your evaluator's visit.

Summary

During the "C" visit the teacher has an opportunity to participate in the classroom observation process, including the pre- and post-observation conferences. The teacher shares with the evaluator information in relation to the Evaluation Domain. At this point, the evaluation process is completed for the teacher. All data are submitted to the Testing and Evaluation Center, and consensus decision-making time is scheduled for the evaluation team.

AT A GLANCE

Tennessee Career Ladder Test

Reading Skills

52 multiple choice items
70% = passing score
(36 correct answers out of 52 items)

Writing Skills

Writing assignment
Pass/Fail = scoring

Professional Skills Test

4 multiple choice subtests
25 items per subtest
No passing score—used as a weight in the total evaluation

Test Dates

October 19, 1985
April 12, 1986

Registration Information

State Testing and Evalutation Center
25 HPER Building
1914 Andy Holt Avenue
Knoxville, Tennessee 37996-1530
615-974-5385

The following section provides details of the Career Ladder Test.

THE TENNESSEE CAREER LADDER TEST

Introduction

The Tennessee Career Ladder Test consists of three sections: Reading Skills, Writing Skills and Professional Skills. The test is required of all Career Level II and III teachers.

Reading Skills Test

The Reading Skills Test consists of fifty-two (52) reading items taken from professional journals and materials related to education. All items are multiple choice and require you to determine main idea, detail, fact or opinion, or inference in each selection. The passing score is thirty-six (36) correct answers out of 52 items (70%).

Writing Skills Test

The Writing Skills Test is a writing assignment. Your assignment requires a written response to a situation which might be a part of your professional responsibilities. For example, you may be asked to write a letter to parents or a letter of recommendation for a student. This test is scored pass/fail.

Professional Skills Test

The Professional Skills test consists of multiple choice items. The test is divided into four subtests that measure four of the domains in the evaluation system. These subtests are as follows:

- Principles and Practices for Planning Effective Instruction (25 items)
- Practice and Procedures for Effective Instruction (25 items)
- Evaluation of the Effects of Instruction (25 items)
- Practices and Procedures for Effective Classroom Management (25 items)

This is not a pass/fail test. Scores are generated for each of the four subtests. These scores create a data source for the domains and are a part of the final evaluation result.

Test Scores

All teachers **must** take the Tennessee Career Ladder Test as part of the evaluation process and **must** have scores on file with the State Testing and Evaluation Center during the year in which they are evaluated. All teachers must pass the Reading and Writing Tests as a screening competency. Failure to pass either of these tests eliminates a teacher from the evaluation process for Career Level II or III.

Teachers may retake the Career Ladder Test whenever it is offered. Fall and Spring test dates are available each year. Information about test administration may be obtained from the State Testing and Evaluation Center (615-974-5385). Tests dates for the 1985-86 school year are October 19 and April 12. Teachers receive a study guide when they register for the test. Registration information may be obtained from the State Testing and Evaluation Center, 25 HPER Building, 1914 Andy Holt Avenue, Knoxville, Tennessee 37996-1530.

N.T.E. Score Substitution

Teachers may substitute a score on the National Teacher Exam Core Battery Communication Skills Test for the Reading and Writing Tests. The teacher must meet the qualifying score set by the State Board of Education. The teacher must request that this score be forwarded by the Educational Testing Service to the State Department of Education. Do not send N.T.E. scores to the State Testing and Evaluation Center. It is the teacher's responsibility to request that the score be forwarded by E.T.S. to: Tennessee State Department of Education, Career Ladder Certification, Room 104 Cordell Hull Building, Nashville, Tennessee 37219.

AT A GLANCE

Scoring and Equating

- Calculating the teacher's score
  - Scores from each instrument are placed on the same scale.
  - Multiply scores by their assigned weight.
  - Add them up.
  - Put them on a 200-800 scale.
  - See if they are above qualifying scores.

Highest	800
Level III (qualifying)	700
Level II (qualifying)	600
Lowest	200

- Weight by Instrument/Competency (chart)

The following section provides a detailed report on the technicalities of the scoring system.

SCORING AND EQUATING

Introduction

The scores in the Tennessee Teacher Career Ladder Evaluation System result from a compilation of the data collected by instruments and from a consensus judgment of the evaluators. In order to determine whether a teacher qualifies for Career Ladder II or III, we must accomplish two things: we must determine the teacher's score and we must determine whether that score is high enough to qualify for Career Ladder II or III. The determination of the teacher's score and the qualifying scores overlap, but for convenience and clarity we will discuss them separately here.

Calculating the Teacher's Score

In calculating a teacher's score, the data gathered on the Career Ladder instruments are combined. The steps are as follows:

1. Put the scores on the same scale
2. Multiply them by their assigned weights
3. Add them up
4. Put them on the 200-800 scale
5. See if they are above the qualifying scores

The following explains why each step is needed and how it is done.

Step I: Put the scores on the same scale

Scores must be put on the same scale so that they can be added. If one score is on a scale from 1 to 5, and another on a scale from 1 to 100 it is not appropriate to add them.

The scores in the Career Ladder Evaluation System begin with many different scales. Here is a brief description of how each of the seven instruments is scored. The instruments are as follows:

- the Classroom Observation
- the Dialogues in Planning, Teaching Strategies, and Evaluation
- the Peer Questionnaire
- the Principal Questionnaire
- the Student Questionnaire
- the Professional Development and Leadership Activities Summary
- the Tennessee Career Ladder Professional Skills Test.

The Classroom Observation

The Classroom Observation is scored using several different scales. Most of the items on the observation are marked as present (1) or absent (0). Scores are then calculated as the percent of time marked out of all the times they could have been marked. This results in average scores ranging from "0" (never marked out of all possible times) to "100" (always marked out of all possible times). This procedure applies to areas on the instrument in the Task, Content, Review, Practice Monitors, Feedback and Other sections. For example, the observation form has a box in the "Teacher Behavior" column and the "Task/Overview" row. This box is marked whenever the teacher portrays what is to be done and how it is to be done to the students. Depending on the length of the observation time, this box could be marked anywhere from six to nine times in a single observation session. This is because the observer starts on a different page every six minutes. For six observations, then, the box could be marked anywhere from 36 (six times six) to 54 (six times nine) times.

To calculate the percentage of times this box was marked, count how many observation pages containing this box were actually completed, and how many times the box was actually marked. If the pages with the box were actually completed 50 times, and the box was marked 5 of them, the percentage would be 10 (5/50). Teachers are not expected to present an overview of a task every few minutes during every observation, so most of these percentages are expected to be very small. This fact is taken into consideration in the scoring. Scoring of the observation instrument takes into account various types of effective instruction. Having a small percentage of times marked in a box does not necessarily mean a low score.

The items in Section 3 of the Observation Questions in the areas of Teacher Communication, Planning/Management, Use of Resources, and Facilities are scored on a 1 (unsatisfactory) to 5 (distinguished) scale. Some items on the observation are marked in lengths of time (how many minutes and seconds something took). This coding occurs in the section on interruptions. Other items ask for the number of students in the class or information on teacher control. The teacher control section is designed to see if a reduction occurred in the number of students off task or disruptive. Other areas of the observation ask questions which may have three possible responses, or even two possible responses. The Classroom Observation Instrument is shown in the Instrument section on pages 66-69.

Dialogues

The teacher/evaluator Dialogues are scored on a five-point scale. These points are identified as unsatisfactory, below average, average, outstanding and distinguished. Scores are calculated as the average of items measuring the same indicator.

Questionnaires

The Student, Peer, and Principal Questionnaires are scored on a five-point scale, plus a "Do Not Know" response. Scores are calculated as the average of items measuring the same indicator. A "Do Not Know" response neither helps nor hinders a teacher. If an item is marked "Do Not Know," the weight is removed from the scoring and the score is calculated based on the remaining items.

Professional Development and Leadership

The Professional Development and Leadership Summary is rated on a five-point scale. These points are identified as unsatisfactory, below average, average, outstanding, and distinguished. Scores are calculated as the average of items measuring the same indicator.

Tennessee Career Ladder Test

The Tennessee Career Ladder Test has three parts. The Writing Test is scored pass/fail. The Reading Test has 52 questions and a score of 70% or more is passing. The Professional Skills Test has 25 questions on each of four domains--Planning, Teaching Strategies, Evaluation and Classroom Management. The scores are calculated as the number of items correct (0-25) for each domain.

Evaluation Consensus

Once the evaluation teams have completed all the teacher evaluations for the year, they return to a central location to meet in teams for Evaluator Consensus. At this time the three evaluators who have been on your evaluation team discuss their assessment of your performance. They assign a consensus decision score for the Planning Domain, the Teaching Strategies Domain, the Classroom Management Domain, and the Evaluation Domain. A consensus decision score is not given for the Leadership Domain. The scores that are assigned by the evaluation team are given a weight of 25% of the score in each domain.

Standard Scores

All of the scores from the instruments and from the evaluators' consensus judgment are reported to the teacher on the scale they were scored on. In order to add them, however, we express them as standard scores. We use the actual means and standard deviations of the scores to give the scores all a mean of zero and a standard deviation of one. **This is why we cannot provide the standard deviations until after the scores have been calculated.** We will make the means and standard deviations of all the scores available after the year-long evaluation process is completed so that you can calculate your own standard scores.

Step 2: Multiply them by their assigned weights

This is the easy part. We give each score a weight which reflects its importance in the system. Things considered to be more important are given greater weights. To give each score its assigned weight in the system, we multiply it by the weight listed for it in the appropriate Table of Weights. The tables are included in this Orientation Manual on pages 56 (General Education), 116 (Special Education), 117 (Chapter 1), and 128 (Vocational Education).

Step 3: Add them all up

We do this to get total scores. Actually we have to add in two stages. First we add up the scores for each domain so that we can compare the domain totals to the required minimum scores. Then we add up all of the domain scores to get the total so that we can compare the total to the Level II and Level III qualifying scores.

Step 4: Put them on the 200 to 800 scale

We put the scores on the 200 to 800 scale for simplicity and convenience in reporting them. Scores on the standard score scale go from about -3.0 to about +3.0. The combination of positive and negative signs and decimal portions is confusing. Most large testing programs use reporting scales like this to make test results easier to understand.

To understand how scores are put on the 200 to 800 scale, you need to realize that all of the scores are initially on the standard score scale (-3.0 to +3.0) -- not just each teacher's score but also all qualifying scores (we'll explain how those are calculated in a moment). Since all of the scores are on one scale and we want them all on another, all that is needed is to match up the points which are already set, and then space out the others in between:

Standard Scores Scale	200-800 Scale Equivalent
highest (+3.0)	800
Level III qualifying	700
Level II qualifying	600
lowest (-3.0)	200

The other standard scores are assigned in equal intervals between 200 and 600, 600 and 700, and 700 and 800. Minimum scores, which are also set initially on the standard score scale, are handled in the same way, but separately for each domain. In that case, the points which are already set are the lowest (200), highest (800) and minimum qualifying (450) -- the others are spaced out in between for each domain separately.

Step 5: See if they are above the qualifying scores

Once both the minimum and qualifying scores and the teacher's scores are on the same 200-800 scale, we can easily determine whether the teacher's scores are high enough to qualify for Career Ladder II or III. To qualify, the teacher must do the following:

1. have sufficient years of experience,
2. pass the screening tests in Reading and Writing,
3. have scores in each domain which meet or exceed the minimum qualifying scores, and
4. have a total score which meets or exceeds the qualifying score for Career Level II or III

Calculating Qualifying Scores

In a sense, the title above is misleading -- we are not really calculating the qualifying scores. The qualifying scores were already set last year. What we are doing is putting those scores into the new system. That means both combining the qualifying scores on the five separate domains into two over-all qualifying scores (for Level II and Level III), and putting those qualifying scores on the 200-800 scale.

This is the second year of Career Ladder evaluations. Teachers have been "waiting in line" to be evaluated. This makes it especially important that the criteria for identifying Career Ladder II and III teachers be neither easier nor more difficult than it was last year. The evaluation system must be kept fair to all teachers. Any differences in the numbers of teachers qualifying this year must be related to the ability and preparation of the teachers themselves rather than to changes in the system.

In order to keep the system fair to all teachers, we must maintain the equivalence of the cutoff scores. Fortunately, the technical processes for accomplishing this procedure are readily available. The basic procedure is explained in E. L. Thorndike's book entitled Educational Measurement (American Council on Education, Washington, D.C., 1971, pages 579-584). Simply put, the procedure uses the common items from the two years (that is, the ones which did not change from 1984-85 to 1985-86) to put the 1985-86 scores back on the original scale so that they can be compared with the original cutoff scores. This procedure is most commonly used to keep the difficulty of tests constant while changing the items. The NTE, SAT, GRE and other major testing programs use this procedure.

This method works by making only one change at a time. You start with the "old" teacher (1984-85) scores and make one change by recalculating their scores using only the "common items" (i.e., dropping all of the items which will not be used again). Then you keep the (common) items the same, but change to the "new" teachers (1985-86). Finally, you keep the "new" teachers the same but add the new items. The procedure goes like this:

1. 1984-85 TEACHERS - COMMON ITEMS - OTHER OLD ITEMS
2. 1984-85 TEACHERS - COMMON ITEMS
3. 1985-86 TEACHERS - COMMON ITEMS
4. 1985-86 TEACHERS - COMMON ITEMS - OTHER NEW ITEMS

In more technical terms, there are five basic steps in this procedure:

1. **Select those items and scores which are common to both the 1984-85 and the 1985-86 evaluation systems.** An item is considered common if equally qualified teachers from either year would be expected to receive the same score on it. Items are selected from all of the domains.

2. **Rescore the 1984-85 teacher using only the common items.** Identify the cutoff scores for the common items based on the scores received by the 1984-85 teachers on their full evaluations. Differences in the shape of the distribution are attributed to the selection of a subset of items since the teachers remain the same.

3. **Score the 1985-86 teachers using only the common items.** Since the items have not changed, keep the cutoff scores the same as those set for the 1984-85 teachers. Differences in the performance of the teachers are due to changes in the teachers, not changes in the items since the items remain the same.

4. **Use the performance of the 1985-86 teachers on the common items to identify the cutoff scores for their full evaluation.** Differences in the shape of the distribution are due to the additional, new (non-common) items since the teachers remain the same.

5. **Make the cutoff score for Level II equal to 600. Make the cutoff score for Level III equal to 700. Make the highest score 800 and the lowest score 200. Assign the other scores in equal intervals to the numbers between 200 and 600, 600 and 700, and 700 and 800.**

Establishing Minimum Qualifying Scores

Minimum qualifying scores for the upper Career Ladder levels have been established for each of the five domains. The minimum qualifying scores are set at 450 for each domain. These can be established using a modification of the method outlined above.

First, minimums are established on each domain. Since upper Career Ladder teachers are expected to perform at or above the level of Career Ladder I teachers in all cases, the minimum was set at the average score attained in each domain by Career Ladder I teachers in 1984-85. Since there was no formal minimum score to qualify the Career Ladder I teacher in 1984-85, the Career Ladder average was calculated based on those teachers who qualified at Career Ladder I after excluding those who had been judged by the evaluator consensus to be performing below Career Ladder I level in that domain.

The minimum qualifying scores were handled in the same way as the Level II and III qualifying scores. They were first applied to the distribution of scores on the common items for the 1984-85 teachers. Then they were transferred to the distribution of scores on the common items and then to all items for the 1985-86 teachers. This procedure was repeated five times, once for each domain. The resulting score was equated to 450 on the 200 to 800 scale for each domain.

Notice that while both the common and the new items were used to score the individual teachers, only the common items are used to establish the appropriate qualifying scores. This is because they form the "anchor" or "link" between the 1984-85 and the 1985-86 evaluation systems.

Weights by Instrument and Competency/General Education

The chart showing the weights by Instrument and Competency is found on the following page. The Basic Communication Domain is not shown on the chart because it is a screening domain that is scored pass or fail. This domain does not generate any weight for the qualifying scores for upper career level status.

WEIGHT BY INSTRUMENT AND COMPETENCY
General Education Teacher System

Competency	Instrument OBSERVATION	DIALOGUE	SUMMARY	PRINCIPAL QUESTIONNAIRE	PEER QUESTIONNAIRE	STUDENT QUESTIONNAIRE	PROFESSIONAL SKILLS TEST	TOTALS
I. Planning							16	16
A.		32		10				42
B.	14	24		6				44
C.	26	18		4				48
TOTALS	40	74		20			16	150
II. Teaching Strategies							36	36
A.	34	28		6		10		78
B.	34	28		6		10		78
C.	32	28		4		12		76
D.	50	16		4		12		82
TOTALS	150	100		20		44	36	350
III. Evaluation							16	16
A.		32		12				44
B.	40	22		8		20		90
TOTALS	40	54		20		20	16	150
IV. Classroom Management							26	26
A.	48			14		18		80
B.	48	10		14		22		94
C.	24			12		14		50
TOTALS	120	10		40		54	26	250
V. Leadership								
A.			24	8				32
B.			26	12	30			68
TOTALS			50	20	30			100

AT A GLANCE

Notification of Results

- Results
  - A certified letter from the State Certification Commission informs you of your Career Ladder status.
  - Scores are listed by domain. A total score is also given.

- Summary Conference

  After receiving your results, you will receive notification of a summary conference with an evaluator.

  Activities of the summary conference:

  - Detailed score report
  - Detailed scoring analysis on each part of the evaluation
  - Career Development opportunities
  - Career Level II and III contract options

The following section provides details on "Notification of Results."

NOTIFICATION OF RESULTS

Introduction

Once the evaluation process is completed and your scores are generated, you are notified of your results in two ways. The first is by letter; the second is by summary conference with an evaluator.

Notification by Letter

As soon as your results are completed, you will receive a certified letter from the State Certification Commission informing you of your Career Ladder status. This letter gives you your scores in each domain and your total score. After you have received your results, your name is submitted to the Certification Commission and the State Board of Education for formal approval.

Summary Conference

The summary conference is a vital part of the evaluation process. Soon after you have received your results, you will receive notification of a summary conference with an evaluator. At this summary conference you will be given a detailed score report on each indicator by instrument and your scores for each domain. This includes the 75% score generated from the instruments and the 25% score assigned by your evaluation team. At the conference you learn in detail how you scored on each part of the evaluation system. You are also told of Career Development opportunities that exist for your particular situation, whether you are a Career Level I, II or III teacher. At the conference you are given information about extended contract options for Career Level II and III teachers.

AT A GLANCE

Rights of Teachers

The following section explains these rights in detail.

RIGHTS OF TEACHERS

Introduction

The Career Ladder Evaluation System is created around the concept that teachers have rights in the evaluation process. These rights can be classified as procedural/evidential rights, appeal rights, humanitarian and civil rights, and other rights.

Procedural/Evidential Rights

It is believed that teachers have the following procedural/evidential rights:

- Teachers have the right to a fair, unbiased and objective evaluation of their professional competence.
- Teachers have the right to notice concerning evaluation procedures.
- Teachers have the right to be informed of the summative results of their evaluation.
- Teachers have the right to be evaluated on the basis of relevant criteria.
- Teachers have the right to be evaluated on established criteria rather than on hearsay or rumor.
- Teachers have the right to request the replacement of one member of the evaluating team prior to the established deadline.

Appeal Rights

The Comprehensive Education Reform Act provides teachers with the right of review of a decision denying Career Ladder certification according to the following procedure.

> If a teacher is not recommended for certification by the Interim/State or Regional Commission, he/she may request the State Board of Education to review the Commission's decision.
>
> The teacher has 30 days from the date of the Commission's decision within which to file or postmark a letter requesting the review. The letter must be mailed or delivered to the State Board of Education at the following address:

Dr. Brent Poulton, Executive Director
State Board of Education
117 Cordell Hull Building
Nashville, Tennessee 37219

This letter must contain a detailed statement of the reason(s) for the request for review. At the same time, the teacher must also file a copy of his or her letter and statement with the superintendent of the school system employing the teacher.

Upon receipt of this request, the State Board of Education will appoint a staff member who will be responsible for conducting the review. This staff member will base his or her decision on a record that is prepared by the Interim/State Certification Commission.

The Commission's record will contain all documents, statements and other materials that are pertinent to the basis for a decision, including those submitted by the teacher and/or school system. Once the preliminary record is compiled, the Commission shall notify the teacher by letter of its compilation. The teacher will have 30 days from the postmark date of this letter to review the record and submit any further materials in rebuttal for inclusion in the record.

The Commission will then forward the final record to the State Board of Education. The designated State Board of Education staff member will review the record and prepare proposed findings of the fact and a recommended decision. This decision shall be sent to the teachers, the local school system and the Certification Commission within 90 days of the State Board of Education's receipt of the completed record.

If a teacher is not satisfied with the State Board of Education's decision, the teacher may file a request for a hearing.

Complete rules regarding the initial staff review, the hearing, and deadlines are available from the State Board of Education upon request.

Humanitarian and Civil Rights

It is believed that teachers have humanitarian and civil rights during the evaluation process. These are as follows:

- Teachers have a right to humane evaluation procedures.

- Teachers have the right to the use of nondiscriminatory evaluation criteria and procedures.

Other Rights

Teachers who were certified and employed on a full-time basis as educators prior to July 1, 1984 have the right to withdraw from the Career Ladder Certification Program and return to the original certification program. Teachers have the right to exercise this option only one time.

INSTRUMENT SECTION

PRE-OBSERVATION CONFERENCE RECORD

Candidate:______________________________ **S.S. No.**________

Evaluator:___________________________________**No.**________

Observation Visit: A B C **Times:**______/ ______**Date:**_______
Obs. 1 **Obs. 2**

Subject Area(s) ____________________**Grade Level(s)** _______

I. General Nature of the Lessons:

Obs. 1

Obs. 2

Methods of Presentation (check all that apply)

Obs. 1 Obs.2
___ ___lecture
___ ___discussion/interaction
___ ___independent work/laboratory work

II. What are the major student objectives for the lessons?

Obs. 1

Obs. 2

III. What are the major teacher activities during the lessons?

Obs. 1

Obs. 2

IV. What are the major student activities during the lessons?

Obs. 1

Obs. 2

V. How will student achievement of objectives be measured? When?

Obs. 1

Obs. 2

VI. Are you presenting new material in the lesson or is the lesson a review?

Obs. 1

Obs. 2

VII. What lessons were taught yesterday? Explain the relationship to today's lessons.

Obs. 1

Obs. 2

VIII. General Comments:

IX. Special conditions in school/classroom (code front of observation form)

TENNESSEE CAREER LADDER CLASSROOM OBSERVATION

(PLEASE PRINT)

CANDIDATE NAME: ______________________________
(Last) (First) (MI)

OBSERVATION

SYSTEM: ________________ **DATE:** ________
M/D/Y

SCHOOL: ______________________________

EVALUATOR NAME: ______________________________
Last First MI

VISIT:	A1 ○ A2 ○	B1 ○ B2 ○	C1 ○ C2 ○	X1 ○ X2 ○

GROUP:	GENERAL ED. ○ SPECIAL ED. (GROUP 1) ○ VOCATIONAL ED. ○ LIBRARIAN	CHAPTER 1 ○ OTHER ○ SPECIFY: __________

MARK IF ANY OF THE FOLLOWING CONDITIONS EXIST

○ UNANNOUNCED OBSERVATION

○ LOW SOCIO-ECONOMIC STATUS

○ ONE OR MORE MAINSTREAMED LEARNERS

○ SPECIAL GROUP; SLOW LEARNER

○ SPECIAL GROUP; GIFTED

○ LACK OF INSTRUCTIONAL MATERIALS

○ ASSIGNED TO INAPPROPRIATE FACILTIES

○ ASSIGNED TO INAPPROPRIATE COURSE/GRADE

○ ORGANIZATIONAL DYSFUNCTION

○ ONE OR MORE LEARNERS WITH SPECIAL PROBLEMS; e.g., PHYSICAL DISORDER, EMOTIONAL PROBLEM

EVALUATOR NUMBER		
⓪	⓪	⓪
①	①	①
②	②	②
③	③	③
④	④	④
⑤	⑤	⑤
⑥	⑥	⑥
⑦	⑦	⑦
⑧	⑧	⑧
⑨	⑨	⑨

CANDIDATE NUMBER								
⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①	①	①	①
②	②	②	②	②	②	②	②	②
③	③	③	③	③	③	③	③	③
④	④	④	④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨

CLASS START TIME			
⓪	⓪	⓪	⓪
①	①	①	①
②	②	②	②
③	③	③	③
④	④	④	④
⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨

SUBJECT CODE	
⓪	⓪
①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	⑨

GRADE LEVEL OF STUDENTS
Ⓚ
①
②
③
④
⑤
⑥
⑦
⑧
⑨
⑩
⑪
⑫

NUMBER OF STUDENTS	
⓪	⓪
①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	⑨

NUMBER OF ADULTS	
⓪	⓪
①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	⑨

SPECIAL EDUCATION			
C	○○		○
O	○○		○
N	○○	O	○
D	○○	P	○
I	○○	T	○
T	○○	T	○
I	○○	I	○
O	○○	O	○
N	○○	N	○
S	○○	S	○

○ RELIABILITY CHECK FOR:

EVALUATOR NUMBER		
⓪	⓪	⓪
①	①	①
②	②	②
③	③	③
④	④	④
⑤	⑤	⑤
⑥	⑥	⑥
⑦	⑦	⑦
⑧	⑧	⑧
⑨	⑨	⑨

SECTION 1

		Teacher Behavior	Positive Affect	Student Initiates/Respon
TASK	Overview	○	○	○
	Directions	○	○	○
	Examples	○	○	○
	Distinguishes Steps	○	○	○
CONTENT	Definition/Examples	○	○	○
	Explanations/Rules/Attributes	○	○	○
	Provides Context	○	○	○
	Uses Learner Remarks	○	○	○
REVIEW	Definition/Examples	○	○	○
	Explanations/Rules/Attributes	○	○	○
	Provides Context	○	○	○
	Uses Learner Remarks	○	○	○
PRACTICE	Initial Practice	○	○	○
	Independent Practice	○	○	○
	Varied Activities/Materials	○	○	○
	Group Practice	○	○	○
		○	○	○
MONITORS	Requests Affirmation	○	○	○
	Requests Infor./Explanation	○	○	○
	Requests Comparison/Contrast	○	○	○
	Requests higher order thinking skills	○	○	○
	Requests Questions	○	○	○
	Monitors Individual/Group	○	○	○
FEEDBACK	Recognizes Response	○	○	○
	Encourages Response	○	○	○
	Ignores Response	○	○	○
	Recognizes Correct Response	○	○	○
	Corrective Statement	○	○	○
	Corrected Assignments/Tests	○	○	○
	Reports Student Status	○	○	○
	Provides Recommendation	○	○	○
OTHER	Classroom Procedure	○	○	○
	Presentation/Other	○	○	○
	Teacher Off Task	○	○	○
	Greeting/Socialization	○	○	○

OBSERVATION BEGAN AT: ____________

OBSERVATION SCHEDULED TO END AT: ____________

OBSERVATION ENDED AT: ____________

TIME ELAPSED BETWEEN THE TIME THE INTERRUPTION ENDED AND THE CLASS WAS BACK ON TASK IN MINUTES(M) & SECONDS(S)

M	S	S	M	S	S	M	S	S
⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①	①	①	①
②	②	②	②	②	②	②	②	②
③	③	③	③	③	③	③	③	③
④	④	④	④	④	④	④	④	④
	⑤	⑤		⑤	⑤		⑤	⑤
	⑥	⑥		⑥	⑥		⑥	⑥
	⑦	⑦		⑦	⑦		⑦	⑦
	⑧	⑧		⑧	⑧		⑧	⑧
	⑨	⑨		⑨	⑨		⑨	⑨

Teacher involves students who do not volunteer

yes ○ no ○

ACADEMIC ______________________

PROCEDURAL ______________________

ACADEMIC		PROCEDURAL	
⓪	⓪	⓪	⓪
①	①	①	①
②	②	②	②
③	③	③	③
④	④	④	④
⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨

TEACHER CONTROL

CAUSE							RESULT						
STUDENT BEHAVIOR							STUDENT BEHAVIOR						
OFF TASK			DISRUPTIVE					OFF TASK			DISRUPTIVE		
INDIVIDUAL	SMALL GROUP	LARGE GROUP	INDIVIDUAL	SMALL GROUP	LARGE GROUP	TEACHER ACTION	COMPLIANCE	INDIVIDUAL	SMALL GROUP	LARGE GROUP	INDIVIDUAL	SMALL GROUP	LARGE GROUP
○	○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○	○

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TENNESSEE CAREER LADDER
CLASSROOM OBSERVATION

(PLEASE PRINT)

CANDIDATE NAME:______________________________

(Last) (First) (MI)

SYSTEM:________________ **OBSERVATION DATE:**________ M/D/Y

SCHOOL:______________________________

EVALUATOR NAME:______________________________

Last First MI

VISIT:	A1 ○ A2 ○	B1 ○ B2 ○	C1 ○ C2 ○	X1 ○ X2 ○

GROUP:	GENERAL ED. ○ SPECIAL ED. (GROUP 1) ○ VOCATIONAL ED. ○ LIBRARIAN	CHAPTER 1 ○ OTHER ○ SPECIFY: __________

MARK IF ANY OF THE FOLLOWING CONDITIONS EXIST

- ○ UNANNOUNCED OBSERVATION
- ○ LOW SOCIO-ECONOMIC STATUS
- ○ ONE OR MORE MAINSTREAMED LEARNERS
- ○ SPECIAL GROUP; SLOW LEARNER
- ○ SPECIAL GROUP; GIFTED
- ○ LACK OF INSTRUCTIONAL MATERIALS
- ○ ASSIGNED TO INAPPROPRIATE FACILTIES
- ○ ASSIGNED TO INAPPROPRIATE COURSE/GRADE
- ○ ORGANIZATIONAL DYSFUNCTION
- ○ ONE OR MORE LEARNERS WITH SPECIAL PROBLEMS; e.g., PHYSICAL DISORDER, EMOTIONAL PROBLEM

EVALUATOR NUMBER

⓪	⓪	⓪
①	①	①
②	②	②
③	③	③
④	④	④
⑤	⑤	⑤
⑥	⑥	⑥
⑦	⑦	⑦
⑧	⑧	⑧
⑨	⑨	⑨

CANDIDATE NUMBER

⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①	①	①	①
②	②	②	②	②	②	②	②	②
③	③	③	③	③	③	③	③	③
④	④	④	④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨

CLASS START TIME

⓪	⓪	⓪	⓪
①	①	①	①
②	②	②	②
③	③	③	③
④	④	④	④
⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨

SUBJECT CODE

⓪	⓪
①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	⑨

GRADE LEVEL OF STUDENTS

Ⓚ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

NUMBER OF STUDENTS

⓪	⓪
①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	⑨

NUMBER OF ADULTS

⓪	⓪
①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	⑨

SPECIAL EDUCATION

CONDITIONS			OPTIONS	
○	○			○
○	○			○
○	○		○	○
○	○			○
○	○			○
○	○			○
○	○			○
○	○		○	○
○	○			○
○	○			○

○ RELIABILITY CHECK FOR:

EVALUATOR NUMBER

⓪	⓪	⓪
①	①	①
②	②	②
③	③	③
④	④	④
⑤	⑤	⑤
⑥	⑥	⑥
⑦	⑦	⑦
⑧	⑧	⑧
⑨	⑨	⑨

SECTION 1

		Teacher Behavior	Positive Affect	Student Initiates/Respon
TASK	Overview	○	○	○
	Directions	○	○	○
	Examples	○	○	○
	Distinguishes Steps	○	○	○
CONTENT	Definition/Examples	○	○	○
	Explanations/Rules/Attributes	○	○	○
	Provides Context	○	○	○
	Uses Learner Remarks	○	○	○
REVIEW	Definition/Examples	○	○	○
	Explanations/Rules/Attributes	○	○	○
	Provides Context	○	○	○
	Uses Learner Remarks	○	○	○
PRACTICE	Initial Practice	○	○	○
	Independent Practice	○	○	○
	Varied Activities/Materials	○	○	○
	Group Practice	○	○	○
		○	○	○
MONITORS	Requests Affirmation	○	○	○
	Requests Infor./Explanation	○	○	○
	Requests Comparison/Contrast	○	○	○
	Requests higher order thinking skills	○	○	○
	Requests Questions	○	○	○
	Monitors Individual/Group	○	○	○
FEEDBACK	Recognizes Response	○	○	○
	Encourages Response	○	○	○
	Ignores Response	○	○	○
	Recognizes Correct Response	○	○	○
	Corrective Statement	○	○	○
	Corrected Assignments/Tests	○	○	○
	Reports Student Status	○	○	○
	Provides Recommendation	○	○	○
OTHER	Classroom Procedure	○	○	○
	Presentation/Other	○	○	○
	Teacher Off Task	○	○	○
	Greeting/Socialization	○	○	○

OBSERVATION BEGAN AT: ____________

OBSERVATION SCHEDULED TO END AT: ____________

OBSERVATION ENDED AT: ____________

TIME ELAPSED BETWEEN THE TIME THE INTERRUPTION ENDED AND THE CLASS WAS BACK ON TASK IN MINUTES(M) & SECONDS(S)

M	S	S	M	S	S	M	S	S
⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①	①	①	①
②	②	②	②	②	②	②	②	②
③	③	③	③	③	③	③	③	③
④	④	④	④	④	④	④	④	④
	⑤	⑤		⑤	⑤		⑤	⑤
	⑥	⑥		⑥	⑥		⑥	⑥
	⑦	⑦		⑦	⑦		⑦	⑦
	⑧	⑧		⑧	⑧		⑧	⑧
	⑨	⑨		⑨	⑨		⑨	⑨

Teacher involves students who do not volunteer

yes ○ no ○

ACADEMIC ____________________

PROCEDURAL ____________________

ACADEMIC		PROCEDURAL	
⓪	⓪	⓪	⓪
①	①	①	①
②	②	②	②
③	③	③	③
④	④	④	④
⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨

TEACHER CONTROL

CAUSE							RESULT						
STUDENT BEHAVIOR							STUDENT BEHAVIOR						
OFF TASK			DISRUPTIVE					OFF TASK			DISRUPTIVE		
INDIVIDUAL	SMALL GROUP	LARGE GROUP	INDIVIDUAL	SMALL GROUP	LARGE GROUP	TEACHER ACTION	COMPLIANCE	INDIVIDUAL	SMALL GROUP	LARGE GROUP	INDIVIDUAL	SMALL GROUP	LARGE GROUP
○	○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○	○

COMMENTS

1. How many students are:

SECTION 2

IN CLASS		OFF TASK	
⓪	⓪	⓪	⓪
①	①	①	①
②	②	②	②
③	③	③	③
④	④	④	④
⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨

2. During most of the observation period, the teaching method was
   - Lecture ○
   - Discussion/Interaction ○
   - Independent Work ○

3. During most of the observation period, the class was working
   - As a total group ○
   - As subgroups ○
   - As individuals ○

4. During the observation period, did students express/exhibit lack of understanding?
   - None ○
   - One ○
   - Few (2-5) ○
   - Many (more than 5) ○

5. Did the teacher respond to this by reteaching?
   - Yes ○
   - No ○
   - N/A ○

6. Did the teacher present correct information?
   - Yes ○
   - No ○
   - N/A ○

7. Were there any safety/sanitation violations?
   - Yes ○
   - No ○
   - N/A ○

8. Did the teacher provide reasonable sanctions for inappropriate behavior?
   - Yes ○
   - No ○
   - N/A ○

SECTION 3

PLANNING/STRATEGIES/ MANAGEMENT	TEACHER PREPARATION	① ② ③ ④ ⑤ ⑥
	STUDENT PREPARATION	① ② ③ ④ ⑤ ⑥
	TEACHER ATTENTION TO NEEDS IN ORDER OF IMPORTANCE	① ② ③ ④ ⑤ ⑥
	TEACHER PACING OF ACTIVITIES TO ACCOMMODATE LEARNER UNDERSTANDING	① ② ③ ④ ⑤ ⑥
	TEACHER FOSTERS HIGHER LEVEL THINKING SKILLS	① ② ③ ④ ⑤ ⑥
USE OF RESOURCES	ACCESSIBILITY OF MATERIALS/MEDIA TO STUDENTS	① ② ③ ④ ⑤ ⑥
	EFFECTIVE USE OF MATERIALS/MEDIA BY TEACHER	① ② ③ ④ ⑤ ⑥
	INTEGRATION OF RESOURCES WITH TEACHING	① ② ③ ④ ⑤ ⑥
	EFFECTIVE USE OF SUPPLEMENTARY MATERIALS FOR STUDENTS	① ② ③ ④ ⑤ ⑥
	MAKES EFFECTIVE USE OF HUMAN RESOURCES	① ② ③ ④ ⑤ ⑥
	MAKES EFFECTIVE USE OF TIME	① ② ③ ④ ⑤ ⑥
FACILITIES	MAKES EFFECTIVE USE OF AVAILABLE FURNITURE/EQUIPMENT	① ② ③ ④ ⑤ ⑥
	MAKES EFFECTIVE USE OF AVAILABLE DISPLAY SPACE	① ② ③ ④ ⑤ ⑥
TEACHER COMMUNICATION	SPEAKS CLEARLY	① ② ③ ④ ⑤ ⑥
	USES VOCABULARY APPROPRIATE TO THE AUDIENCE	① ② ③ ④ ⑤ ⑥
	ORGANIZES INFORMATION	① ② ③ ④ ⑤ ⑥
	USES GRAMMAR CORRECTLY	① ② ③ ④ ⑤ ⑥
	PROVIDES AN APPROPRIATE LANGUAGE MODEL FOR LEARNERS	① ② ③ ④ ⑤ ⑥
VOC. ED.	INTEGRATES STUDENT ORGANIZATION INTO CLASS	① ② ③ ④ ⑤ ⑥
	RELATES LESSON TO JOB SITUATIONS	① ② ③ ④ ⑤ ⑥

FAVORITISM

DID THE TEACHER SHOW FAVORITISM TO STUDENTS BASED ON:

IF YES, SPECIFY:

	SEX		RACE	
ACADEMIC INTERACTION	YES ○	NO ○	YES ○	NO ○
DISCIPLINE	YES ○	NO ○	YES ○	NO ○
POSITIVE AFFECT	YES ○	NO ○	YES ○	NO ○

POST-OBSERVATION CONFERENCE RECORD

OVERVIEW

Candidate:_______________________________________ **No.**_________

Evaluator:_______________________________________ **No.**__________

Observation Visit:_______ **Times:** _____ / _____ **Date:** ________
Obs. 1 Obs. 2

I. General Nature of the Lessons:

Obs. 1:

Obs. 2:

Methods of Presentation:

Obs. 1	Obs. 2	
____	____	Lecture
____	____	Discussion/Interaction
____	____	Independent Study

Was the general nature of the lessons congruent with information supplied in the preobservation conference?

Obs. 1: ____Yes ____No (If no, explain)
Obs. 2: ____Yes ____No

Teacher Comments:

II. Describe Teacher Activities

Obs. 1:

Obs. 2:

Describe Student Activities:

Obs. 1:

Obs. 2:

Were the activities (teacher and student) congruent with objectives and activities outlined in the pre-observation conference?

Obs. 1: ____Yes ____No (If no, explain)
Obs. 2: ____Yes ____No

What are the lessons for tomorrow? How does this fit into the instructional sequence?

Teacher comments:

Obs. 1:

Obs. 2:

III. Was there assessment of student progress toward objectives?

Obs. 1: ____Yes ____No (If no, explain)
Obs. 2: ____Yes ____No

If yes, was procedure congruent with information from pre-observation conference?

Obs. 1: ____Yes ____No
Obs. 2: ____Yes ____No

Describe assessment procedures used:

Obs. 1:

Obs. 2:

Teacher Comments:

IV. Additional comments about lesson, classroom management, student involvement, affect or related areas:

Teacher Comments:

POST-OBSERVATION CONFERENCE RECORD

SUMMARY FORM

Candidate: ________________________________ S.S.No. ___________

Evaluator: ____________________________________ No. ___________

Observation Visit: A B C Times: _____ / _____ Date: _________
Obs.1 Obs.2

Strengths Exhibited:

Areas of Need:

Recommendations:

Teacher Comments:

Evaluator Comments:

The signatures below do not necessarily indicate that the candidate agrees with the comments recorded by the observer. They simply verify that the conference has taken place.

________________________________ ____________
Teacher's Signature Date

________________________________ ____________
Evaluator's Signature Date

PEER QUESTIONNAIRE

The Peer Questionnaire contains sixteen questions for the general education and vocational education teacher and eighteen questions for special education teachers. All questions are items under the Leadership Domain--Domain V. All items create scores for indicator "B"--Takes a leadership role in improving education. Listed below are the statements. The response scale has six options: 1) rarely, 2) sometimes, 3) about half the time, 4) usually, 5) almost always and 6) don`t know.

1. This teacher shares instructional materials with colleagues. VB
2. This teacher shares instructional ideas with colleagues. VB
3. This teacher helps to establish school goals. VB
4. This teacher helps to achieve school goals. VB
5. This teacher takes an active role in resolving students' problems. VB
6. This teacher takes an active role in resolving problems within the school. VB
7. This teacher promotes the school to parents. VB
8. This teacher promotes the school to the community. VB
9. This teacher initiates activities that take place in this school. VB
10. This teacher discusses professional matters with colleagues in a responsible manner. VB
11. This teacher takes an active role in planning curricular activities. VB
12. This teacher takes an active role in planning extracurricular activities. VB
13. This teacher assists other teachers in their professional development. VB
14. This teacher is perceived as a positive influence within the school. VB
15. This teacher exhibits leadership qualities. VB

16. This teacher is a good person with whom to discuss concerns related to teaching. VB

17. This teacher explains how the special program relates to the total educational program. (Special Education only) VD

18. This teacher maintains communication concerning students that we have in common. (Special Education only) VD

COMMENTS:

KINDERGARTEN - SECOND GRADE QUESTIONNAIRE

The Kindergarten - Second Grade Questionnaire contains nine questions. These items are scored under three different competencies - Teaching Strategies, Evaluation and Classroom Management. The response scale has two options - yes or no.

1. I can ask my teacher if I don't know how to do my work. II

2. My teacher knows when I'm not paying attention. II

3. My teacher tells me how I am doing in school. III

4. My teacher thinks I can do well in school. IV

5. My teacher shows me how to do my work. II

6. My teacher wants me to do the very best I can on all my work. IV

7. My teacher tells me when I do a good job. IV

8. My teacher tells my parents how I am doing. III

9. My teacher helps me if I make a mistake. III

ELEMENTARY STUDENT QUESTIONNAIRE
GRADES 3-6

The Elementary Student Questionnaire is for use with grades three through six. Students anonymously answer thirty-four questions using a rating scale with the following response options: 1) almost never, 2) sometimes, 3) about half the time, 4) usually, 5) almost always and 6) don`t know. Listed below are the questions and to the right of the question are a numeral and letter. The numeral and letter show the match to the competency and indicator.

1. Does your teacher explain to you what you are supposed to learn? IIA
2. Does your teacher show you how your school work is supposed to be done? IIB
3. If you do not understand something that your teacher tells you, do you feel that you can ask questions about it? IIB
4. When your teacher gives you work to do, does the teacher tell you when it is supposed to be finished? IVC
5. Does your teacher tell you why the things you study are important? IID
6. Does your teacher let you say things about what you are studying? IIC
7. Does your teacher notice when you are not paying attention in class? IID
8. Does your teacher teach this class by doing different things, such as group work, films, speakers? IIC
9. Does your teacher ask you to tell how you get answers? IIC
10. Does your teacher get you to think about how some things are alike? IIC
11. Does your teacher get you to think how some things are different? IIC
12. Does your teacher help you to do your classwork while you are doing it? IIIB
13. Does your teacher give you homework? IIC

14. Does your teacher give you work to do by yourself during class time such as tests, worksheets? IIC

15. When you have questions about your work in this class, does the teacher help you to do the work correctly? IIIB

16. Does your teacher return your work to you quickly? IIIB

17. Does your teacher let your parents know how you are doing in school other than with report cards? IIIB

18. Is your teacher fair to all of the students in the class? IVA

19. Do you know how your teacher wants you to behave in this class? IVA

20. Does your teacher let you know when you are behaving correctly in this class? IVA

21. Does your teacher let you know when you are behaving incorrectly in this class? IVA

22. When your teacher is working with other students, does the teacher give you something to work on? IIC

23. Are things that you use in this class kept where they are easy to get when you need them? IVC

24. Does your teacher go (teach) too fast for you? IIB

25. Does your teacher go (teach) too slowly for you? IIB

26. Is your teacher on time for class? IVC

27. Does your teacher think you can learn? IVB

28. Does your teacher let you know when you should try harder? IVB

29. When you do well on your schoolwork, does your teacher tell you? IVB

30. Does your teacher want you to do the very best you can on your school work? IVB

31. Does your teacher have good things to say about students? IVB

32. Does your teacher talk badly about students in front of others? IVB

33. Have you learned a lot from this class? IIIC

34. Do you like to learn in this class? IIIC

SECONDARY STUDENT QUESTIONNAIRE
GRADES 7-12

The Secondary Student Questionnaire is for use with grades seven through twelve. Students answer the questions anonymously using a rating scale with the following response options: 1) rarely, 2) sometimes, 3) about half the time, 4) usually, 5) almost always, and 6) don't know. Listed below are the questions. The numeral and letter to the right of the question show the match to competency and indicator.

1. This teacher explains to us what we are supposed to learn. IIA
2. This teacher gives us clear directions for doing our school work. IIA
3. If I do not understand something that this teacher tells me, I feel that I can ask that it be explained again. IIB
4. This teacher allows me to make comments about what we are studying. IIC
5. When this teacher makes an assignment, the teacher tells us when it is supposed to be finished. IVC
6. This teacher requires students to complete their school work on time. IVC
7. This teacher tells us why the things we study are important. IID
8. This teacher notices when I am not paying attention in class. IID
9. This teacher uses different methods to teach, such as films, speakers, and experiments. IIC
10. This teacher asks us to explain how we get answers. IIC
11. This teacher comes to my desk to check my classwork while I am doing it. IIIB
12. This teacher gives us work to do outside of class, such as homework projects. IIC
13. This teacher gives us work to do by ourselves in class. IIC
14. This teacher gets us to think about the way things are similar. IIC

15. This teacher gets us to think about the way things are different. IIC

16. When I have questions about my work in this class, this teacher helps me to do the work correctly. IIIB

17. This teacher tells us how student work is to be graded. IIIB

18. This teacher returns our work to us quickly. IIIB

19. This teacher helps me learn how I can do a better job on my school work. IIIB

20. This teacher wants me to do the very best I can on my school work. IVB

21. This teacher is fair to all students. IVA

22. This teacher lets my parents know how I am doing in this class other than with report cards. IIIB

23. This teacher keeps me informed about my progress. IIIB

24. This teacher wastes time in class. IVC

25. This teacher tells students how they should behave in this class. IVA

26. This teacher lets me know when I am behaving **correctly** in this class. IVA

27. This teacher lets me know when I am behaving **incorrectly** in this class. IVA

28. I have school work to do for this class even when the teacher is not teaching me. IIC

29. The materials we use in this class are kept where they are easy to get when we need them. IVC

30. This teacher goes (teaches) too fast for me. IIB

31. This teacher goes (teaches) too slowly for me. IIB

32. This teacher is on time for class. IVC

33. This teacher thinks that I can learn. IVB

34. This teacher lets me know when I should try harder. IVB

35. When I do well on my school work for this class, this teacher lets me know. IVB

36. This teacher has good things to say about students. IVB

37. This teacher talks badly about students in front of other people. IVB

38. I have learned about this subject in this class. IIIC

39. I have enjoyed learning about this subject in this class. IIIC

FOR VOCATIONAL EDUCATION STUDENTS ONLY

40. This teacher explains how classroom activities relate to business and industry. IB

41. This teacher encourages membership in the student organization. IB

42. This teacher makes the student organization an important part of this class. IB

43. This teacher lets me know what the safety rules are for this class. IVC

44. This teacher makes sure that all safety rules are followed. IVC

45. This teacher helps students find employment related to this class. VD

PRINCIPAL QUESTIONNAIRE

The Principal Questionnaire is completed for each teacher by the person who is responsible for the teacher's personnel evaluation. In most instances this is the school principal, but it may be an assistant principal or a supervisor.

The questionnaire has twenty questions for the regular classroom teacher, twenty-one questions for the vocational education teacher, and twenty-two questions for the special populations teacher who is required by law to do Individual Educational Programs (IEPs). Each question is an indicator under a competency in the evaluation system.

The rating scale has six responses. They are: 1) unsatisfactory, 2) below average, 3) average, 4) outstanding and 5) distinguished and (6) don't know. The Questionnaire also contains a comment section.

1.	Establishes appropriate instructional goals and related objectives consistent with the curriculum	IA
2.	Prepares instructional plans and materials incorporating principles of effective instruction	IB
3.	Creates, selects or modifies instructional plans and materials to accommodate learner instructional levels	IC
4.	Provides a clear description of the learning task and its content	IIA
5.	Monitors learner understanding and reteaches as necessary	IIB
6.	Provides learners appropriate practice and review	IIC
7.	Establishes and maintains learner involvement in the learning task	IID
8.	Uses information about learner performance to improve the instructional process	IIIA
9.	Reports learner status and progress to learners and their parents	IIIB
10.	Establishes and maintains appropriate learner behavior	IVA
11.	Establishes and maintains a classroom climate conducive to learning	IVB
12.	Makes effective use of classroom resources	IVC

13.	Improves professional skills and knowledge	VA
14.	Takes a leadership role in improving education	VB
15.	Performs professional responsibilities efficiently	VC
16.	Writes clearly and correctly	VIA
17.	Communicates oral information effectively	IIA
18.	Reads professionally relevant literature/materials with comprehension	VIB
19.	Improves learners' academic achievement in relevant subject areas **(Field Test Item Only)**	IIIC
20.	Improves learners attitudes toward learning **(Field Test Item Only)**	IIIC
21.	Serves as a liaison for home, school and community **(Vocational Education Only)**	VD
22.	Integrates and facilitates individual education programs **(Special Education Teachers required by law to do IEPs)**	ID
23.	Communicates effectively with professionals, para-professionals, and parents **(Special Education Only)**	VD

TEACHER/EVALUATOR DIALOGUE

Planning Focus

1. How do you decide what to teach? Briefly outline your instructional program for the year. Discuss your goals and objectives for your unit plan and lesson plan.

LOOK FOR:

-Broad, long-range goals related to curriculum
-Planned, sequenced lesson appropriate for students
  Specific objectives stated in terms of student learning/behavior
  Evaluation of student learning
  Integration with other units, lessons or curriculum areas
-Planned, sequenced instructional program
-Lower and higher order thinking skills

NOTES:

SCORES:	Unsatisfactory	Below Average	Average	Outstanding	Distinguished
1. Use of goals and objectives related to curriculum	1	2	3	4	5
2. Use of scope and sequence	1	2	3	4	5
3. Addressing of basic content skills	1	2	3	4	5
4. Addressing higher level thinking skills	1	2	3	4	5

TEACHER/EVALUATOR DIALOGUE

Planning Focus

2. How do you determine your teaching strategies and the use of your instructional materials?

LOOK FOR:

- Logical and complete explanation
- Introductory procedures
- Motivational Activities
- Basis of strategy determination
  - skill/concept development
  - practice activities
  - student involvement
  - consideration of student ability and learning modes
  - intended student outcomes
- Material/media related to goals/objectives
- Varied material/media appropriate to learners
- Lower and higher order thinking skills

NOTES:

SCORES:

	Unsatisfactory	Below Average	Average	Outstanding	Distinguished
5. Logic and completeness of instructional plans	1	2	3	4	5
6. Use of introductory/ motivational procedures	1	2	3	4	5
7. Use of material/media related to goals/objectives	1	2	3	4	5
8. Use of material/media appropriate for students	1	2	3	4	5

TEACHER/EVALUATOR DIALOGUE

Planning Focus

3. How do you adjust for student differences in your planning?

LOOK FOR:
- Varying teaching strategies
- Varying materials
- Appropriate instructional grouping
- Alternative, enrichment or supplemental activities/materials
- Materials, resources to adjust levels of instruction for specific students
- Reteaching activities

NOTES:

SCORES:

	Unsatisfactory	Below Average	Average	Outstanding	Distinguished
9. Use of varying instructional plans to adjust for student differences	1	2	3	4	5
10. Use of varying instructional grouping to adjust for student differences	1	2	3	4	5
11. Use of varying materials to adjust for student differences	1	2	3	4	5

TEACHER/EVALUATOR DIALOGUE

Teaching Strategies Focus

1. How do you describe to students what is to be learned and how it will be learned? How do you explain the content of your subject area(s)?

LOOK FOR:
- Knowledge of content/curriculum
- Clear/appropriate introductory strategies and procedures
- Clear directions and explanations
- Strategies which result in properly sequenced/paced instruction or activity
- Subject matter related and integrated across content areas or units
- Subject matter placed in appropriate context
- Appropriate language model for students

NOTES:

SCORES:

	Unsatisfactory	Below Average	Average	Outstanding	Distinguished
1. Demonstrates knowledge of correct/current information	1	2	3	4	5
2. Pacing of presentation according to difficulty of material	1	2	3	4	5
3. Relationship and integration of task or content	1	2	3	4	5
4. Use of clear directions, explanations and examples	1	2	3	4	5
5. Use of appropriate and correct language model	1	2	3	4	5

TEACHER/EVALUATOR DIALOGUE

Teaching Strategies Focus

2. How do you keep track of student learning during a lesson? What do you do if students do not understand a lesson?

LOOK FOR:
- Use of knowledge of students' instructional levels
- Appropriate monitoring/checking for understanding
- Questioning techniques to elicit student response to check for understanding
- Reteaching strategies/examples
- Adjustment for student differences
- Attending to learner needs in order of importance

NOTES:

SCORES:

	Unsatisfactory	Below Average	Average	Outstanding	Distinguished
6. Demonstration of knowledge and use of student instructional levels	1	2	3	4	5
7. Monitoring and checking for student understanding	1	2	3	4	5
8. Adjustment for student differences	1	2	3	4	5
9. Attending to students' needs	1	2	3	4	5

TEACHER/EVALUATOR DIALOGUE

Teaching Strategies Focus

3. After you have introduced and taught a lesson, how do you provide for student practice and review?

LOOK FOR:
- Questioning techniques to involve students in practice and review
- Supervised/guided practice
- Varied activities for application of skills/concepts
- Independent practice (seatwork, homework)
- Methods and activities for review
- Activities addressing higher order thinking skills (explain, compare, evaluate)

NOTES:

SCORES:

	Unsatisfactory	Below Average	Average	Outstanding	Distinguished
10. Provision for supervised and independent practice	1	2	3	4	5
11. Required use of skills/concepts	1	2	3	4	5
12. Provision for practice in higher order thinking skills	1	2	3	4	5
13. Provision for appropriate review	1	2	3	4	5

TEACHER/EVALUATOR DIALOGUE

Teaching Strategies Focus

4. How do you keep students involved and participating in learning activities?

LOOK FOR:
- Student understanding of reason for learning (e.g., life experiences, relevancy)
- Effective strategies for student interest (motivational activities, varied media, group interaction, community resources, individual and group projects, strategic questioning)
- Active student participation
- Flexibility in lessons to allow for student input/involvement

NOTES:

SCORES:	Unsatisfactory	Below Average	Average	Outstanding	Distinguished
14. Identification of importance of learning to students	1	2	3	4	5
15. Use of varied and effective strategies for student involvement	1	2	3	4	5
16. Provision for active student participation	1	2	3	4	5
17. Adaptation/adjustment of lessons for student involvement	1	2	3	4	5

TEACHER/EVALUATOR DIALOGUE

Evaluation Focus

1. How do you evaluate your students' progress? How do you evaluate what you teach?

LOOK FOR:
- -Proper student assessment at beginning of year
- -Consideration of teacher's goals and objectives
- -Ongoing assessment activities during year to diagnose and assess student performance
- -Compliance with applicable requirements
- -(e.g., BSF, Chapter 1)
- -Assessing outcomes which are difficult to measure (affective, psychomotor, higher cognitive level goals/objectives)
- -Use of evaluation information to adapt and refine instruction/curriculum

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NOTES:

SCORES:

	Unsatisfactory	Below Average	Average	Outstanding	Distinguished
1. Measuring achievement of goals and objectives	1	2	3	4	5
2. Monitoring student progress	1	2	3	4	5
3. Use of assessment techniques to gain needed information	1	2	3	4	5
4. Use of data to assess curriculum and instruction	1	2	3	4	5

TEACHER/EVALUATOR DIALOGUE

Evaluation Focus

2. What do you do with your evaluation results?

LOOK FOR:
- -Feedback to students on progress
- -Instruction based on progress--e.g., reteaching, remediation, referral
- -Accurate and timely records of student progress
- -Communication of results to students, parents, previous and future teachers (letters, course outlines, bulletin board charts, permanent records)
- -Understanding of the strengths and limitations of evaluation data

NOTES:

SCORES:

	Unsatisfactory	Below Average	Average	Outstanding	Distinguished
5. Accuracy and timeliness of assessment records	1	2	3	4	5
6. Use of performance data to adjust instruction	1	2	3	4	5
7. Reporting of student progress to students, parents, and appropriate others	1	2	3	4	5
8. Use/understanding evaluation data	1	2	3	4	5

TEACHER/EVALUATOR DIALOGUE

Evaluation Focus

3. How do students perform in your classes? What are students' attitudes toward learning?

LOOK FOR:
- High expectations for achievement of goals and objectives
- Consideration of ability level and background of students
- Records which reveal student progress since the beginning of the year
- Consideration of student groups (total class, small groups, individuals)
- Records which reveal student achievement is appropriate in relation to other groups (classes, schools, norms, previous years)
- Attention to individual students' socio-emotional growth
- Positive student attitudes toward learning

NOTES:

SCORES:

	Unsatisfactory	Below Average	Average	Outstanding	Distinguished
9. Evidence of high expectations for student learning	1	2	3	4	5
10. Provision of appropriate grouping for student learning	1	2	3	4	5
11. Evidence of student academic achievement commensurate with background/ability of students	1	2	3	4	5
12. Evidence of improvement in student attitude toward learning	1	2	3	4	5

PROFESSIONAL DEVELOPMENT AND LEADERSHIP SUMMARY

Introduction

This part of the Instrument Section of the manual provides the information and forms necessary to report your activities for the Professional Development and Leadership Summary. These forms should be completed and available at the school by December 2. They will be collected by the evaluator during the "**B**" visit.

All activities are rated on a five point quality scale. This scale is: 1) unsatisfactory, 2) below average, 3) average, 4) outstanding, and 5) distinguished. Determination is made according to the degree of correlation of the activity to the category description, the amount of time and effort spent in the activity, and the value to the teacher or the teacher's students. These activities must have been completed during your last five teaching years.

Professional Development Activities

The five categories for Professional Development activities are as follows:

1. Obtains Graduate Degree(s) and/or Takes Courses

   List all degrees above a Bachelor's regardless of when they were obtained. Include the major area of study and the date received. In addition, summarize additional areas of course work or list a representative sample (selection) of courses engaged in beyond graduate degree(s) during the previous five years.

2. Participates in Professional Development Activities

   List one professional development activity in which you were engaged during times other than required in-service. If you used TIM for fast-track purposes and received $1000 as a Career Level I teacher, do not list TIM Training as a Professional Development Activity. Participation in an activity should be listed under Professional Development. (If you are conducting or leading the activity, it should be listed under Leadership).

3. Uses Ideas from Professional Books and Journals and Professional Organizations to Enhance Classroom Instruction

   List one idea and identify the source. Include the method of evaluation, the results of the evaluation, and conclusions drawn. This information must be specific.

The materials from which the idea is taken should not be in use as a textbook in your school.

4. Tries New Methods/Approaches in the Classroom and Evaluates Their Success

   Choose one new method/approach which you have used in the classroom. Include the method of evaluation, the results of the evaluation, and any conclusions drawn. Give the source of the method/approach. (For example, your own idea, idea from a peer, etc.).

5. Seeks and Utilizes Community Resources to Enhance Classroom Instruction

   Describe one community resource used and explain its relationship to the curriculum. Include the method of evaluation, the results of the evaluation and any conclusions drawn.

Directions for Completing Professional Development Activities Form

ITEM I: Write your name as it appears on your application. Write your correct Social Security Number.

ITEM II: Check one category. Use one form for each category

ITEM III: Give beginning date of activity and date of completion. If activity spans several months or years, give only month and year (as 6/82 - 7/84). If activity is short term, give day, month and year (6/3/82 - 6/18/81).

ITEM IV: Give a descriptive title to the activity. (Math Project to Teach Graphing, Courses toward Master's Degree, Additional Course of Study, etc.)

ITEM V: Give the approximate time in hours you devoted to this activity (time spent in planning, carrying out activities, evaluating it, etc.). Include a statement about when you worked on this activity (after school, weekends, summer, release time, etc.).

ITEM VI: State your goal and your rationale for undertaking this activity.

ITEM VII: Describe the activity in a clear, specific and detailed manner. Include the method used for evaluating the activities if the activities are for categories 3, 4, or 5.

ITEM VIII: Explain your role in this activity (participant co-leader, originator, etc.). Explain your responsibilities.

ITEM IX: Explain how your participation in this activity was beneficial to you in your instructional role.

ITEM X: Explain how your participation in this activity was beneficial to your students or what changes/improvements it made to your school system.

ITEM XI: Sign your name and date the form.

PROFESSIONAL DEVELOPMENT ACTIVITIES

I. **Name:** ____________________ S. S. # ________________

II. Category of Activity:

☐ 1
☐ 2
☐ 3
☐ 4
☐ 5

III. Date of Activity: From ______________ To __________

IV. Name of the Activity:

V. Approximate Time Spent (In Hours) on this Activity:
_____ Hours

VI. Professional Goal/Rationale:

VII. Description of Activity:

VIII. Description of Your Role in this Activity:

IX. How did this Activity Benefit You as a Teacher?

X. How did this Activity Benefit your Students?

XI. I verify that I personally engaged in this activity and that all information on this form is accurate.

______________________________ ______________
Teacher's Signature Date

Leadership Activities

The five categories of Leadership Activities are as follows:

1. Conducts Workshops or Training Sessions with Peers

   These activities may occur within the school, school system, district or state.

2. Creates Materials or Programs and Shares with Others

   This activity may refer to committee or team work or to an individual effort. Remember that "creates" and "shares with others" are the keys to this activity.

3. Holds a Leadership Position in the School/School System or Educational Organization

   This area covers grade or group chairperson positions that deal with peer groups, or you may list a leadership position held in an organization whose primary function is educational. (For example, Phi Delta Kappa, Delta Kappa Gamma, Teachers' Study Council, NEA/AFT affiliates). These positions must be elected/voluntary and not paid positions.

4. Promotes Parent/Community Interest in School

   List an activity in which you engaged that promoted parent/community interest in the school.

5. Initiates Activities/Projects in the School

   These activities should involve peers, but may involve student groups if impact is school-wide.

6. Communicates Effectively with Professionals, Paraprofessionals, and Parents **(Special Populations Only)**

   These activities refer to communication skills used during the M-Team process or during planning with other teachers for student needs. Information should be submitted which shows communication with co-workers and parents and should focus on integrating home and school objectives.

7. Serves as a Liaison for Home, School, and Community **(Vocational Education Only)**

These activities should include information about advisory committees and placement programs where applicable. (See Pages 123-124 of the Vocational Education section of the manual for further details).

Directions for Completing Leadership Activities

ITEM I: Write your name as it appears on your application. Write your correct social security number.

ITEM II: Check one category. Use one form for each category.

ITEM III: Give beginning date of activity and date of completion. If activity spans several months or years, give only month and year (as 6/82 - 7/84). If activity is short term, give day, month and year (6/3/85 - 6/18/85).

ITEM IV: Give a descriptive title to the activity (Workshop on Discipline).

ITEM V: Give approximate time in hours you devoted to this activity. Include time spent in planning, carrying out the activity, attending meetings, evaluating, making recommendations, etc. Include a statement indicating when you worked on this activity (release time, after school, evenings, weekends, summer, etc.).

ITEM VI: Describe the activity in a clear, specific and detailed manner. Include the purpose of the activity, its content and the frequency of its occurrence.

ITEM VII: Define your role or roles in this activity (leader, co-leader, originator, etc.). Explain your responsibilities.

ITEM VIII: Explain how your participation in this activity has been beneficial to you/your students or the school/school system.

ITEM IX: Sign and date the form.

LEADERSHIP ACTIVITIES

I. **Name** ______________________ **S. S. #** ________________

II. Category of Activity (Check One)

☐ 1
☐ 2
☐ 3
☐ 4
☐ 5
☐ 6 (Special Populations Only)
☐ 7 (Vocational Education Only)

III. Date of Activity: From __________ To ______________

IV. Name of the Activity

V. Approximate Time Spent (In Hours) on this Activity:
_______ Hours

VI. Description of the Activity:

VII. Description of Your Role in this Activity:

VIII. **Ways in which this Activity was Beneficial to You/Your** Students or the School/School System:

I verify that I personally engaged in this activity and that all information on this form is accurate

Teacher's Signature	Date

SPECIAL POPULATIONS

AT A GLANCE

Adaptations for Teachers of Special Populations

The following section gives detailed information on the evaluation system used for Special Populations, including differences from the regular teacher evaluation.

Special Populations

Introduction

Field testing of an evaluation system for some groups of Special Population teachers occurred during the 1984-85 school year. At that time two indicators and fourteen measurement statements were added to the teacher evaluation system. Minor adjustments were made in the development of instrumentation to accommodate for these differences. The field test results reveal that with appropriate modification the evaluation system for regular classroom teachers is effective in evaluating special population teachers. **All** areas of the regular classroom teacher evaluation system apply to special population teachers unless notation of change is made in this section of the manual. The information listed in this section applies **only** to special populations teachers.

Personnel Covered by 1985-86 Special Populations Evaluation System

The field testing of the evaluation system was limited to teachers whose situation is closely related to that of the regular classroom teacher. The results revealed that teachers who were in the certain groups identified as Special Populations are more closely matched to the regular teacher evaluation system. **The following groups of teachers will be evaluated under the regular teacher evaluation system:**

- **Teachers of Chapter I students**
- **Teachers of VIP students**
- **Teachers of English as a Second Language Students**

The only exceptions made in the evaluation of these teachers will be the use of the student questionnaire for special education students and the use of the indicator V. D--"Communicates effectively with professionals, paraprofessionals, and parents." The special education student questionnaire has only four response categories, while the questionnaire used for regular classroom students has six response categories. It is also expected that teachers of Chapter I, VIP, and English as a Second Language students should focus on communication with other professionals, paraprofessionals, and parents.

The following groups of teachers **are** covered by this evaluation system: VAP, Intellectually Gifted, Option 5 (resource), Option 7 (CDC), mildly handicapped (for example, Mentally Retarded, Learning Disabled, and Emotionally Disabled), Deaf, and Blind.

Evaluation systems for the following teachers have not yet been field tested and these personnel are **not** included in the evaluation system at this time: Speech and Language, Severely (Multiple) Handicapped, Consulting teachers, Severely Mentally Retarded, Homebound and Autistic/Severely Emotionally Disturbed. Other Special Populations personnel **not** in this evaluation system include psychologists, social workers, counselors, audiologists, and attendance teachers.

Competencies, Indicators and Measurement Statements

All competencies in the teacher evaluation system apply to special population teachers. In addition, two indicators and fourteen measurement items were added that apply to selected special population teachers. The indicators and measurement items which are bold-faced are new for the Special Populations evaluation system:

I. Prepares for instruction effectively

  D. Prepares individual educational programs (where required)

  -Provides for appropriate methods for curricular modification

  -Modifies and adapts regular and/or special materials and equipment

  -Provides appropriate behavior management procedures

  -Provides appropriate evaluation procedures

  -Demonstrates familiarity with principles of curriculum development

  -Demonstrates familiarity with principles of human growth and development

III. Uses evaluation to improve instruction

  A. Uses information about learner performance to improve the instructional process

  -Incorporates information from assessments given by other professionals into IEP objectives for each student (where required)

-Uses learner performance data in IEPs for diagnosis/remediation of learner needs (where required)

-Develops IEP objectives based upon interpretation of assessment results for each individual student (where required)

V. Establishes and maintains a professional leadership role

D. Communicates effectively with professionals, paraprofessionals, and parents

-Communicates effectively during conferences

-Helps define individual roles in the educational process

-Consults with parents to integrate home and school objectives

-Functions as an actively contributing member of the multi-disciplinary team

-Demonstrates familiarity with a variety of public and private support

The indicator I-D (Prepares individual educational programs (where required)) and other measurement items pertaining to IEPs are used only with teachers who are required by law to do IEPs. If you are a teacher of Chapter 1, VIP, or English as a Second Language students, you will be required to present a unit plan and lesson plan and the indicators and measurement statements will be the same as those used in the regular classroom teacher evaluation system.

Differences in Instrumentation

The **Classroom Observation** instrument is the same instrument that is used for the regular classroom teacher. In the event that it is determined that the instrument is inappropriate due to the functioning level of the students, the evaluator and the candidate will discuss the possibility of postponing the evaluation until such time as the instrument for observing teachers of more severely handicapped students is available.

The Dialogue Sessions have been modified to more accurately fit the situations of Special Populations teachers. If you are a Special Populations teacher who is required by law to work with the multi-disciplinary team in developing and implementing an IEP, bring to the Planning Dialogue an IEP

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with all identifying information deleted for a child in one of the groups that the evaluator observes that day. A lesson plan, written from the IEP and taught during the observation, should also be available. Other teachers, such as Chapter I, VIP, and ESL, focus on the unit plan and lesson plan concept as in the regular evaluation system.

In the **Planning Dialogue**, the first question reads, "How do you decide what to teach? Briefly outline your instructional program for the year. Discuss your goals and objectives for your unit plan/IEP and lesson plan." All items in the **LOOK FOR** Sections will apply to Special Populations teachers. In addition to these, in the first question, the candidate should address the relationship of long-range goals to assessment/screening results, the relationship of the lesson to the goals, and task analysis of skills and concept analysis.

In the second question, the evaluator will look for the integration of related services needed to meet the unique needs of the child described in the IEP, as well as all other items in the **LOOK FOR** section.

The third question will address all standard items, as well as diagnostic-prescriptive format and pre-post test data collection.

REMEMBER, the questions and the scoring for the questions are the same as in the regular evaluation. The additional items in the **LOOK FOR** sections are for clarification for Special Populations situations.

A fourth question has been added to the Planning Dialogue for Special Populations teachers who are required to help develop and implement IEPs. It is related to Competency I, Indicator D, "Prepares individual education programs (where required)." A copy of this Question Set is shown on page 112 because it is unique to special education teachers.

In the **Teaching Strategies** dialogue, the first **LOOK FOR** of the first question reads: "Teacher demonstrates knowledge of content/curriculum as related to goals of the IEP/unit plan." The second question adds a description to the **LOOK FOR**, "Use of knowledge of student's instructional levels," to include "screening, tests, classroom teacher input, and M-team input." The third and fourth questions remain exactly the same.

In the **Evaluation Dialogue**, the first question has several unique **LOOK FOR** statements because the adaptations to the General Education Evaluation Dialogue are greater for this question set. This Question is shown on page 113.

The second question in the **Evaluation Dialogue** has two modifications in the LOOK FOR statements. They are as shown: "Communication of results to students, parents, previous and future teachers, and M-team members," and "Use of evaluation results in the development of the IEP."

In the third question, the changes are as shown: "Records which reveal student progress since the beginning of the year, i.e., pre-post test results, behavioral charts" and "Positive student attitudes toward learning, i.e., attitudinal inventories, self-concept measures, testimonials."

For the **Evaluation Dialogue**, additional evidence such as progress charts, behavioral charts, baseline data and pre-post test data are useful.

To summarize, the questions themselves and the scoring statements for the Dialogues remain the same for Special Populations and the regular classroom evaluation. The major difference is the addition of the fourth question in planning, appplicable only to special educators who must help develop and implement an IEP. Another difference is the addition of information in the **LOOK FOR** sections which make the questions and scoring applicable to Special Populations teachers.

Questionnaires

The **Student Questionnaire** follows the same general question categories as those used in the regular classroom teacher evaluation system. Minor modifications have been made to simplify the scoring and to allow more space between items. The scale is a four point scale with the following options: never, some of the time, almost always, and do not know. Questionnaires are not administered to any students in grades kindergarten through two in the Special Populations categories. (This includes teachers of Chapter I, VIP, and English as a Second Language students.) Students in grades three through twelve are administered the student questionnaire for Special Populations students. This questionnaire, as mentioned above, has a simplified response scale, has larger print, and allows for "x's" rather than the normal "bubbled" computer scan form. This form will be data entered, rather than scanned, and will allow for possible delayed psychomotor development in Special Population students. An exception made in the administration of student questions applies to intellectually gifted students. Classes of intellectually gifted students will be given the regular forms of the Student Questionnaire used in the general education program. The weights assigned to the Student Questionnaire are the same as the weights in the general education system.

The **Principal Questionnaire** is completed by the person who is responsible for the evaluation of the Special Populations teacher. Principals are encouraged to receive input from Supervisors of Special Education, consulting teachers or lead teachers who may be partially responsible for assisting the Special Populations teacher. Additional questions on the Principal Questionnaire for Special Populations teachers include: 1) Integrates and facilitates individual educational programs, and 2) Communicates effectively with professionals, para-professionals, and parents. The first item is scored only for teachers whose teaching positions require IEPs.

The **Peer Questionnaire** is the same one that is used for the regular classroom teacher evaluation. Two questions have been added. They are as follows: 1) This teacher explains how the special program relates to the total educational program (VD) and 2) This teacher maintains communication concerning students that we have in common (VD). Consider these two questions and look at the Orientation Manual section which refers to the other Peer Questionnaire items. Submit the names of colleagues who are best able to answer the questions. They may be teachers outside your school building, but they should be within the same school system, if possible.

The **Professional Development and Leadership Summary** is the same as the one that is used for the regular classroom teacher evaluation system. One additional item has been added. This is, "Communicates effectively with professionals, para-professionals and parents." This item refers to communication skills used during the M-Team process or during planning with other teachers for student needs. Evidence should be submitted which shows communication with co-workers and parents. The focus should be on integrating home and school objectives.

The requirements for the **Written Test** are the same for special population teachers as for regular classroom teachers.

Scoring

The scoring and equating system used for the regular teacher evaluation system is used in the Special Populations evaluation system. Minor differences occur in the weighting of the system. In the Planning Domain and in the Leadership Domain adjustments have been made for additional indicators. The Student Questionnaire has been eliminated for use with grades kindergarten through two. In the other domains the Student Questionnaire has been assigned less weight, and the

Principal Questionnaire has been assigned more weight. In the Classroom Management Domain the Classroom Observation has more weight. The weights by instrument and competency for Chapter I, VIP, and English as a Second Language teachers and for other Special Education teachers being evaluated this year are found on pages 116 and 117. Page 115 shows the data sources for competencies and indicators.

SPECIAL POPULATIONS

TEACHER/EVALUATOR DIALOGUE

Planning Focus

*4. What principles do you use in planning an IEP?

LOOK FOR:
- Familiarity with principles of curriculum and modification
  - *use of goals and objectives
  - *use of materials and equipment
  - *use of evaluation techniques
- Familiarity with principles of human growth and development
- Familiarity with evaluation procedures and use
- Use of behavior modification/management techniques

NOTES:

SCORES:	Unsatisfactory	Below Average	Average	Outstanding	Distinguished
12. Use of principles of curriculum development and modification	1	2	3	4	5
13. Use of principles of human growth and development	1	2	3	4	5
14. Use of evaluation procedures	1	2	3	4	5
15. Use of behavior modification management	1	2	3	4	5

SPECIAL POPULATIONS

TEACHER/EVALUATOR DIALOGUE

Evaluation Focus

1. How do you evaluate your students' progress? How do you evaluate what you teach?

LOOK FOR:

- Proper student assessment at beginning of year (*incorporation of data from other professionals in IEP/educational plan)
- Consideration of teacher's goals and objectives
- Ongoing assessment activities during year to diagnose and assess student performance (*pre-post tests, diagnostic/prescriptive format)
- Compliance with applicable requirements (e.g., BSF, Chapter I)
- Assessing outcomes which are difficult to measure (affective, psychomotor, higher cognitive level goals/objectives)
- Use of evaluation information to adapt and refine instruction/curriculum (*appropriate to specific learner, i.e., handicapping condition taken into account)
- *Use of appropriate set of assessment instruments (teacher-made, criterion-referenced, norm-referenced, IQ, achievement)
- Use of varying types of diagnostic data to prescribe for instruction (screening, individual, group, etc.)

*Adaptations to general education system

NOTES:

SCORES:

	Unsatisfactory	Below Average	Average	Outstanding	Distinguished
1. Measuring achievement of goals and objectives	1	2	3	4	5

2.	Monitoring student progress	1	2	3	4	5
3.	Use of assessment techniques	1	2	3	4	5
4.	Use of data to assess curriculum and instruction	1	2	3	4	5

HOW WE OBTAIN OUR INFORMATION

ABOUT

COMPETENCIES AND INDICATORS

SPECIAL EDUCATION

	CLASSROOM OBSERVATION	DIALOGUE	PEER QUESTIONNAIRE	PRINCIPAL QUESTIONNAIRE	STUDENT QUESTIONNAIRE	PROFESSIONAL DEVELOPMENT AND LEADERSHIP SUMMARY	WRITTEN TEST
I. Prepares for instruction effectively.							X
A. Establishes appropriate instructional goals and related objectives consistent with the curriculum.		X		X			
B. Prepares instructional plans and materials incorporating principles of effective instruction.	X	X		X			
C. Creates, selects or modifies instructional plans and materials to accommodate learner instructional levels.	X	X		X			
D. Prepares individual educational programs (where required).		X		X			
II. Uses teaching strategies and procedures appropriate to the content, objectives, and learners.							X
A. Provides a clear description of the learning task and its content.	X	X		X	X		
B. Monitors learner understanding and reteaches as necessary.	X	X		X	X		
C. Provides learners appropriate practice and review.	X	X		X	X		
D. Establishes and maintains learner involvement in the learning task.	X	X		X	X		
III. Uses evaluation to improve instruction.							X
A. Uses information about learner performance to improve the instructional process.		X		X			
B. Reports learner status and progress to learners and their parents.	X	X		X	X		
C. Improves learner performance (Field Test Only)							
IV. Manages classroom activities effectively.							X
A. Establishes and maintains appropriate learner behavior.		X		X	X		
B. Establishes and maintains a classroom climate conducive to learning.	X	X		X	X		
C. Makes effective use of classroom resources (e.g. personnel, time, materials, facilities)	X			X	X		
V. Establishes and maintains a professional leadership role.							X
A. Improves professional skills and knowledge.				X		X	
B. Takes a leadership role in improving education.			X	X		X	
C. (Screening only) Performs professional responsibilities efficiently.			X	X			
D. Communicates effectively with professionals, paraprofessionals and parents.			X	X	X		
VI. (Screening only) Communicates effectively.							X
A. Writes clearly and correctly.							X
B. Reads professionally relevant literature/materials with comprehension.							

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WEIGHT BY INSTRUMENT AND COMPETENCY
Special Education Teacher System

Competency	Instrument OBSERVATION	DIALOGUE	SUMMARY	PRINCIPAL QUESTIONNAIRE	PEER QUESTIONNAIRE	STUDENT QUESTIONNAIRE	PROFESSIONAL SKILLS TEST	TOTALS
I. Planning							16	16
A.		20		4				24
B.	14	19		4				37
C.	26	12		5				43
D.		23		7				30
TOTALS	40	74		20			16	150
II. Teaching Strategies							36	36
A.	34	28		9		7		78
B.	34	28		9		7		78
C.	32	28		8		8		76
D.	50	16		8		8		82
TOTALS	150	100		34		30	36	350
III. Evaluation							16	16
A.		32		14				46
B.	40	22		10		16		88
TOTALS	40	54		24		16	16	150
IV. Classroom Management							26	26
A.	52			20		9		81
B.	52	10		20		10		92
C.	26			18		7		51
TOTALS	130	10		58		26	26	250
V. Leadership								
A.			16	8				24
B.			18	10	17			45
D.			16	7	8			31
TOTALS			50	25	25			100

WEIGHT BY INSTRUMENT AND COMPETENCY
Chapter I, English as a Second Language, and VIP Teacher System

Competency	Instrument							
	OBSERVATION	DIALOGUE	SUMMARY	PRINCIPAL QUESTIONNAIRE	PEER QUESTIONNAIRE	STUDENT QUESTIONNAIRE	PROFESSIONAL SKILLS TEST	TOTAL
I. Planning							16	16
A.		32		10				42
B.	14	24		6				44
C.	26	18		4				48
TOTALS	40	74		20			16	150
II. Teaching Strategies							36	36
A.	34	28		9		7		78
B.	34	28		9		7		78
C.	32	28		8		8		76
D.	50	16		8		8		82
TOTALS	150	100		34		30	36	350
III. Evaluation							16	16
A.		32		14				46
B.	40	22		10		16		88
TOTALS	40	54		24		16	16	150
IV. Classroom Management							26	26
A.	52			20		9		81
B.	52	10		20		10		92
C.	26			18		7		51
TOTALS	130	10		58		26	26	250
V. Leadership								
A.			16	8				24
B.			18	10	17			45
D.			16	7	8			31
TOTALS				25	25			100

VOCATIONAL EDUCATION

AT A GLANCE

Adaptations for Teachers of Vocational Education

- Who:
  - Trade and industrial (including General Cooperative Education)
  - Industrial Arts
  - Vocational Office Education
  - Agriculture
  - Marketing-Distributive Education
  - Health Occupations
  - Consumer Home Economics
  - Occupational Home Economics
- How:
  - Domains of Competence
  - Indicators
  - Measurement Items

    *All competencies in the regular teacher evaulation system apply to vocational education teachers. In addition, one indicator and seven measurement items apply only to the vocational education evaluation system—these are bold-faced.

The following section gives details on the evaluation system for vocational education.

VOCATIONAL EDUCATION

Introduction

Field testing of an evaluation system for Vocational Education teachers occurred during the 1984-85 school year. At that time, one indicator and seven measurement items were added to the teacher evaluation that apply only to vocational teachers. Minor adjustments were made in the development of instrumentation to accommodate for these differences. The field test results reveal that the evaluation system for regular classroom teachers is effective in evaluating vocational education teachers. **All** areas of the regular classroom teacher evaluation system apply to vocational education teachers unless notation of change is made in this section of the manual. The information in this section of the manual applies **only to vocational education teachers.**

Personnel Covered by This Evaluation System

The field testing of the evaluation system included the full range of vocational education teachers. The following teachers are included in the evaluation system: Trade and Industrial (all areas including General Cooperative Education), Industrial Arts, Vocational Office Education, Agriculture, Marketing-Distributive Education, Health Occupations, and Consumer Home Economics/Occupational Home Economics.

Candidates who teach classes in the above-named program areas must be evaluated according to the vocational competencies. Only four areas will be exempt from the vocational requirements: (1) Business Education, (2) General Agriculture, 3) General Home Economics and (4) Career Education/Pre-Vocational.

Competencies, Indicators and Measurement Statements

All competencies in the teacher evaluation system apply to vocational education teachers. In addition, one indicator and seven measurement items were added that apply to vocational education teachers. The indicator and measurement items on the following page which are bold-faced are new for the vocational education evaluation system.

I. Prepares for instruction effectively

B. Prepares instructional plans and materials incorporating principles of effective instruction

-Identifies job-related experiences to complement classroom instruction and arranges for them

-Integrates activities of student organizations into instructional program

II. Uses teaching strategies and procedures appropriate to the content, objectives, and learners

C. Provides learners appropriate practice and review

-Provides practice through job-related experiences (where required)

III. Uses evaluation to improve instruction

A. Uses information about learner performance to improve the instructional process

-Uses follow-up data on former students and graduates for improving instruction and curriculum (where required)

IV. Manages classroom activities effectively

C. Makes effective use of classroom resources

-Establishes sound safety programs and procedures where applicable

V. Takes a leadership role in improving education

D. Serves as a liaison for home, school and community

-Establishes and uses advisory groups (where applicable)

-Establishes placement programs (where applicable)

All of the additional measurement statements are required of all classes in each of the seven program areas with the exception of the following:

1. Industrial Arts teachers are expected to identify job-related experiences, establish safety procedures, and establish advisory groups. Industrial Arts teachers are not required to have

student organizations, provide practice through job-related experiences, use follow-up data on former students or to establish placement programs.

2. Marketing-Distributive Education teachers are not required to establish safety programs.

3. Only Ornamental Horticulture and Agriculture Mechanics classes in the Agriculture area, and Child Care, Food Management, Clothing Management and Institutional Management classes in the Home Economics area are required to use follow-up data and establish placement programs.

Differences in Instruments

Minor adjustments have been made in the evaluation instrumentation to collect information about the indicator and measurement items which are unique to the vocational education evaluation system. During the **classroom observation**, there are three additional areas coded for vocational education teachers. The areas are as follows:

- Integrates activities of student organization into lesson (This is shown in Section 3 of the Observation instrument.)
- Observes safety/sanitation procedures (This is shown in Section 2 of the Observation instrument.)
- Presents job-related activities and/or materials (This is shown in Section 3 of the Observation instrument.)

For vocational programs which have both classroom and shop instruction, at least **one** observation **must** be a presentation of content material. The teacher may use various teaching methods, such as lecture, demonstration, small group instruction or indirect teaching. This presentation should be scheduled for the "A" visit since visits "B" and "C" are unannounced.

Other observations may be in a lab or shop setting. During this time the evaluator will usually sit quietly in the lab or shop area and code the teacher's and the students' actions. However, in some settings the evaluator may need to move around so that he/she can see and hear clearly what the teacher is doing. The evaluator may do off-campus observations only if necessary.

The **Dialogue sessions** cover several of the items which are unique to the vocational education evaluation system. During the **Planning Focus** (Visit "A"), vocational teachers should bring a unit plan and a lesson plan taught that day which show the integration of student organization activities into the instructional program. These plans should also incorporate safety/sanitation procedures and job-related activities or resources. Two measurement statements have been added to the Planning Dialogue, Question Set 2. They are: 9) Use of job related experiences/resources and 10) Integration of student organization activities into instructional plan. A copy of the additions to the question set is shown on page 125. During the **Teaching Strategies Focus** (Visit "B"), the vocational teacher should bring evidence of job-related activities or practice. During the **Evaluation Focus** (Visit "C"), the teacher should provide evidence that follow-up data on former students and graduates are used to improve instruction. An additional question set is added during the **Evaluation Focus** which asks, "How do you incorporate safety/sanitation regulations into your instructional program?" A copy of the Question Set is shown on page 126. You should be prepared to share safety/sanitation procedures and implementation practices during this dialogue session.

Questionnaires

The **Student Questionnaire** for vocational education teachers contains additional questions on the following areas: use of job-related experiences and/or resources in the classroom, integration of student organization activities into lesson, and enforcement of safety/sanitation regulations. These questions are listed at the end of the regular Secondary Student Questionnaire which is shown in the Instrument Section on pages 79-81.

The **Principal Questionnaire** is designed to ask questions at the indicator level. For vocational teachers, one additional indicator is included and that is, "Serves as a liaison for home, school, and community." (V.D) The Questionnaire is shown in the Instrument Section on pages 82-83. Other measurement statements under specific indicators will be brought to the attention of the principal in the Principal's Handbook. These are measurement items which are shown in boldface in the section on Competencies, Indicators and Measurement Items. The Principal Questionnaire should be completed by the person who directly supervises the vocational teacher. This person could be the Vocational Director for the school system or an assistant principal responsible for vocational classes.

Professional Development and Leadership Summary

The **Professional Development and Leadership Summary** for vocational education teachers contains two additional areas. This first area is for the new indicator, "Serves as a liaison for home, school, and community." Information should be included for advisory committee activities and for placement programs, where applicable. Include the lists of names of advisory group members and their occupations, an agenda or minutes from two meetings, a year-long schedule of meetings, and recommendations from the advisory committee which are related to instructional improvement.

The second area to be included in the Summary is information about placement programs. For placement programs, include a list of places of employment and jobs performed by students. Also include examples of correspondence to students and/or employers. If other personnel in your school assume placement responsibilities, provide examples of how you coordinate placement activities with this person.

Attendance at workshops which show involvement in updating of new developments in your particular skill area is important. Be sure to list this particular activity under professional development activities. Leadership positions in organizations unique to vocational education, such as American Vocational Association (AVA), Tennessee Vocational Association (TVA) and Divisions of TVA, should be included under leadership activities.

Scoring

The scoring and equating system used for the regular teacher evaluation system is used in the vocational educational evaluation system. The weights assigned in the domains of Teaching Strategies and Evaluation are the same for Vocational Teachers as for regular classroom teachers. Minor adjustments have been made in the weights in the areas of Planning, Classroom Management, and Leadership. The weights are shown on the chart on page 128 and the data sources for the competencies and indicators are shown on page 127.

TEACHER/EVALUATOR DIALOGUE

Planning Focus

2. How do you determine your teaching strategies and the use of your instructional materials?

LOOK FOR:
- Logical and complete explanation
- Introductory procedures
- Motivational Activities
- Basis of strategy determination
  - skill/concept development
  - practice activities
  - student involvement
  - consideration of student ability and learning modes
  - intended student outcomes
- Material/media related to goals/objectives
- Varied material/media appropriate to learners
- Lower and higher order thinking skills

NOTES:

SCORES:

	Unsatisfactory	Below Average	Average	Outstanding	Distinguished
5. Logic and completeness of instructional plans	1	2	3	4	5
6. Use of introductory/ motivational procedures	1	2	3	4	5
7. Use of material/media related to goals/objectives	1	2	3	4	5
8. Use of material/media appropriate for students	1	2	3	4	5
9. Use of job related experience/ resources	1	2	3	4	5
10. Integration of student organization activities into instruction plan	1	2	3	4	5

TEACHER/EVALUATOR DIALOGUE

EVALUATION FOCUS

(Vocational Education Special Question Set)

4. How do you incorporate safety/sanitation regulations into your instructional program?

LOOK FOR:
- -Knowledge of safety/sanitation regulations
- -Classroom rules and procedures which incorporate appropriate preventative measures
- -Enforcement of regulations
- -Methods for handling violations
- -Methods for handling emergency situations

NOTES:

SCORES:

	Unsatisfactory	Below Average	Average	Outstanding	Distinguished
13. Demonstrates knowledge of safety/sanitation regulations	1	2	3	4	5
14. Uses classroom rules and procedures as preventive measures	1	2	3	4	5
15. Enforces safety rules/procedures equitably	1	2	3	4	5
16. Demonstrates development of procedures for handling emergency situations	1	2	3	4	5

HOW WE OBTAIN OUR INFORMATION
ABOUT
COMPETENCIES AND INDICATORS
VOCATIONAL EDUCATION

	CLASSROOM OBSERVATION	DIALOGUE	PEER QUESTIONNAIRE	PRINCIPAL QUESTIONNAIRE	STUDENT QUESTIONNAIRE	PROFESSIONAL DEVELOPMENT AND LEADERSHIP SUMMARY	WRITTEN TEST
I. Prepares for instruction effectively.							X
A. Establishes appropriate instructional goals and related objectives consistent with the curriculum.		X		X			
B. Prepares instructional plans and materials incorporating principles of effective instruction.	X	X		X	X		
C. Creates, selects or modifies instructional plans and materials to accommodate learner instructional levels.	X	X		X			
II. Uses teaching strategies and procedures appropriate to the content, objectives, and learners.							X
A. Provides a clear description of the learning task and its content.	X	X		X	X		
B. Monitors learner understanding and reteaches as necessary.	X	X		X	X		
C. Provides learners appropriate practice and review.	X	X		X	X		
D. Establishes and maintains learner involvement in the learning task.	X	X		X	X		
III. Uses evaluation to improve instruction.							X
A. Uses information about learner performance to improve the instructional process.		X		X			
B. Reports learner status and progress to learners and their parents.	X	X		X	X		
C. Improves learner performance **(Field Test Only)**							
IV. Manages classroom activities effectively.							X
A. Establishes and maintains appropriate learner behavior.	X			X	X		
B. Establishes and maintains a classroom climate conducive to learning.	X	X		X	X		
C. Makes effective use of classroom resources (e.g. personnel, time, materials, facilities)	X	X		X	X		
V. Establishes and maintains a professional leadership role.							X
A. Improves professional skills and knowledge.				X		X	
B. Takes a leadership role in improving education.			X	X		X	
C. **(Screening only)** Performs professional responsibilities efficiently.							
D. Serves as a liaison for home, school and community				X	X	X	
VI. **(Screening only)** Communicates effectively.							X
A. Writes clearly and correctly.							X
B. Reads professionally relevant literature/materials with comprehension.							X

WEIGHT BY INSTRUMENT AND COMPETENCY
Vocational Education Teacher System

Competency	Instrument OBSERVATION	DIALOGUE	SUMMARY	PRINCIPAL QUESTIONNAIRE	PEER QUESTIONNAIRE	STUDENT QUESTIONNAIRE	PROFESSIONAL SKILLS TEST	TOTALS
I. Planning							16	16
A.		26		10				36
B.	18	20		6		14		58
C.	22	14		4				40
TOTALS	40	60		20		14	16	150
II. Teaching Strategies							36	36
A.	32	28		6		10		76
B.	32	28		6		10		76
C.	36	28		4		12		80
D.	50	16		4		12		82
TOTALS	150	100		20		44	36	350
III. Evaluation							16	16
A.		32		12				44
B.	40	22		8		20		90
TOTALS	40	54		20		20	16	150
IV. Classroom Management							26	26
A.	48			10		14		72
B.	48	10		10		16		84
C.	34	10		10		14		68
TOTALS	130	20		30		44	26	250
V. Leadership								
A.			10	6				16
B.			20	6	30			56
C.								
D.			10	8		10		28
TOTALS			40	20	30	10		100

GLOSSARY

1.	Academic	that which is focused on content, subject matter, or knowledge development
2.	Affective Domain	the domain (area) of learning which describes the status of or changes in feelings and attitudes
3.	Aptitude Test	a test designed to measure the individual's capacity to learn or develop proficiency in a particular area
4.	Behavior	what an individual says or does
5.	Cognitive Domain	the domain (area) of learning which describes acquisition of facts and growth in knowledge
6.	Criterion-referenced Test	a test designed to provide information about specific knowledge or skills possessed by a student. Scores are not compared to those of an external group
7.	Curriculum	a course or program of study
8.	Documentation	tangible evidence
9.	Equitable	that which provides equal opportunity for all
10.	Evidence	materials that can be used to back up statements made by the candidate
11.	Feedback	information given to an individual about his/her performance
12.	Formal Evaluation	means of obtaining information for evaluation purposes which are based on a structured collection of evidence (e.g. tests, work samples)
13.	Goal	a statement of intent, timeless (long-term) and immeasurable (broad)
14.	Goal Integration	the process of relating goals to each other; clustering goals that belong together
15.	Indicators of Student Progress	those things which are used as measurements of student growth in the attainment of prescribed goals and objectives
16.	Informal Evaluation	means of obtaining information for evaluation purposes through a less structured method than formal evaluation.
17.	Initial practice	that opportunity which a teacher provides immediately after presentation of content for learners to practice, under supervision or direction, the concept or skill presented in the lesson

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18.	Heterogeneous Grouping	the clustering of learners of differing ability and/or achievement with respect to that being taught
19.	Homogeneous Grouping	the clustering of learners of similar ability and/or achievement with respect to that being taught
20.	Instruction Goal/ Unit Goal	a statement of intent which directs/guides instruction in a group of related lessons
21.	Instructional Objective	a statement of anticipated outcome which is short-term and measurable (specific)
22.	Instructional Pacing	the speed or rate at which instruction is delivered
23.	Integration of Concepts or Skills	the incorporation of two or more concepts or skills into a lesson in order to provide a relationship among various subjects or content areas
24.	Learning Environment	the classroom, school, or community in which instruction takes place
25.	Materials/ Media	print and non-print resources used to present content or stimulate learning and may be teacher designed or commercial
26.	Modeling	an instructional method by which the teacher demonstrates the behavior he/she wishes the students to exhibit
27.	Monitoring	the checking, watching, or gathering of information about a situation, person, or event
28.	Motivational	a strategy designed to attract or maintain student interest/involvement such as placing a lesson in context or using past learner experiences
29.	Multi-sensory Involvement	the learner's use of more than one sense (sight, hearing, smelling, etc.) at the same time
30.	Norm-referenced Test	a test designed to provide information on the relative level of knowledge or skills possessed by a student as compared to other students of a similar age or grade level
31.	Off-task	the act of being engaged in non-learning related behavior; engaged in behavior inappropriate to the task at hand
32.	On-task	the act of being engaged in learning related behavior; engaged in behavior appropriate to the task at hand

33.	Organizational Dysfunction	a situation or condition in the school outside of the teacher's control which makes it difficult for the teacher to teach
34.	Pre-test	a test given to assess the student's strengths and weaknesses before teaching begins
35.	Practice	that opportunity provided students to systematically perform exercises so as to become proficient
36.	Procedure	the organization or sequence of steps for doing something; the activities to be used in instruction (instructional procedures)
37.	Professional Development	activities designed to increase professional skills, knowledge, or abilities
38.	Psychomotor Domain	the domain (area) of learning which describes growth in motor/physical skills and physical coordination
39.	Reinforcement	the rewarding of behavior
40.	Remediation	the provision of additional aid or instruction in an area of weakness
41.	Review	what a teacher does or asks students to do which summarizes or restates concepts, principles, or skills from the current lesson, previous lesson, or previous learning
42.	Standardized Test	a test developed with specified directions for administration, time limits and scoring, as well as a specified set of items
43.	Student Performance Data	outcome data (test results, student behavior) which provide the basis for measuring and evaluating the learning which has occurred
44.	Teaching Assignment	grade levels, classes, courses to which the teacher is assigned
45.	Teaching Strategy	the planned approach used by the teacher to present content and/or facilitate learning
46.	Unit	an area of instruction for which one or more common goals can be developed and lesson plans with individual objectives can be designed

CAREER LADDER PERSONNEL

Career Ladder Personnel and State Department of Education District Staff members are available to assist you. If you have an unanswered question or find yourself in a unique situation, please feel free to call upon anyone who may be of assistance to you. Each team of evaluators is assigned to a Regional Coordinator(s). If you need to report a problem concerning an evaluator, you can call or write the Regional Coordinator(s). This can be done with the assurance that the conversation is confidential and made without any fear of retribution.

The Regional Coordinators are as follows:

East Tennessee

Anne Lyons
Brenda Smith
State Department of Education
Career Ladder Office
Box 7
1609 College Park Drive
Morristown, Tennessee 37814

Telephone: 615-581-5755

Middle Tennessee

Pat Bedwell
Brenda King
State Department of Education
Career Ladder Office
1150 Menzler Road
Room 207
Nashville, Tennessee

Telephone: 615-741-5810

West Tennessee

Joan Pritchett
State Department of Education
Northwest Tennessee Development District
124 Gooch Hall
University of Tennessee at Martin
Martin, TN 38238

Phone: 901-587-7571

Eleanor Rooks
State Department of Education
Southwest Tennessee
Development District
1838 North Parkway
Jackson, TN 38301

Phone: 901-423-2251

You may call the Career Ladder Hotline in Nashville by dialing **1-800-342-5005**. Following is a list of other Career Ladder staff members and their telephone numbers:

Carol Furtwengler, Assistant Commissioner	615-741-7816
George Malo, Associate Ass't. Commissioner	615-741-7816
Joe Minor, Evaluator/Training Coordinator	615-741-7816
Russell French, Certification Commission	615-741-7816
Stan Hamilton, Office of Career Ladder Certification	615-741-5262
Jane Williams, Teacher Certification	615-741-1644
Nancy Simpkins, Teachers' Study Council	615-741-2265
Cathy Csaky, Legal Counsel	615-741-7816
Harriet Medlin, Teacher Evaluation	615-741-7816

The following are contact numbers for the State Department of Education District Offices:

East Tennessee Development District
State Department of Education
305 West Springdale Avenue
Knoxville, Tennessee 37917
(615) 673-6044

First Tennessee Development District
State Department of Education
1110 Seminole Drive
Johnson City, Tennessee 37601
(615) 926-1109

Memphis Delta Development District
State Department of Education
Memphis State University
Memphis, Tennessee 38152
(901) 454-2980

Mid-Cumberland Development District
State Department of Education
1130 Menzler Road
Nashville, Tennessee 37210
(615) 741-7054

Northwest Tennessee Development District
State Department of Education
124 Gooch Hall
University of Tennessee at Martin
Martin, Tennessee 38238
(901) 587-7568

South Central Development District
State Department of Education
805 1/2 Nashville Highway
Columbia, Tennessee 38401
(615) 388-5555

Southeast Tennessee Development District
State Department of Education
Cleveland State Community College
Room 138, Vocational Building
Cleveland, Tennessee 37311
(615) 472-7141

Southwest Tennessee Development District
State Department of Education
1838 North Parkway
Jackson, Tennessee 38301
(901) 423-2251

Upper Cumberland Development District
State Department of Education
Tennessee Technological University
Box 5077
Cookeville, Tennessee 38505
(615) 528-5431